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ABSTRACT

This guide is designed to assist professional development facilitators responsible for helping Virginia's adult literacy practitioners develop and implement the professional development plans that constitute a key component of the state's professional development system for paid and volunteer literacy training providers. The following are among the topics discussed: inquiry and action as the basis for professional development; frequently asked questions about professional development plans; taking an inquiry stance toward professional development (potential benefits; and elements of inquiry-based professional development); initiating the professional development plan process (tips for generating plans; sample plan formats; suggested resources, strategies, documentation, and evaluation activities; career development program survey; sample memo outlining professional development plan options); resources for practitioners (adult literacy practitioners as researchers; and inquiry and action for reflective practice); and supporting practitioners and sharing learning (Virginia adult education professional development components; and sample flyer for a sharing workshop). Appended are the following: professional development plan forms; professional development plan workshops; funding for professional development activities; short history of inquiry-based staff development in Virginia; annotated bibliography of 56 staff development resources available from the Virginia Adult Education and Literacy Resource Center; planning calendar; and roles and responsibilities of persons working with learning plans. (MN)

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Inquiry and Action:

Implementation Guide for Professional Development Facilitators

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Richmond, Virginia
August 1998

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Implementation Guide for Professional Development Facilitators

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At a Glance...

Professional Development Plans

Samples of Professional Development Plans for individuals and for groups are provided in Appendix A. A handout illustrating sample strategies, resources, etc., is on page A.4.

Due Dates

(This may vary slightly from year to year; information will be sent from the Center for Professional Development.)

October 1—Estimated Number of Teachers completing Professional Development Plans
November 30—Professional Development Plans due to CPD
May 1—Last day Reimbursement Requests are accepted

Roles and Responsibilities

See Appendix G

Professional Development Plan Workshop

Appendix B contains a training plan for conducting a workshop to help teachers develop Professional Development Plans

Introduction: The Road Map

Inquiry and Action Revisions, June 1998

Real education begins with a question in the life of a learner. Tolstoy

Inquiry and Action is an implementation guide designed for Professional Development Plan Facilitators. Its purpose is to assist facilitators in the journey that begins with eliciting each learner's question. Just as Professional Development Plans are road maps of learning journeys, this guide is intended to be used as a road map for facilitators, the navigators of this learning process.

Professional Development Plans (PDPs) were introduced in 1994 as an opportunity for practitioners to choose intentional and meaningful learning options related to their practice. Since then, we have learned a great deal from practitioners--teachers, administrators, and volunteer literacy providers; PDP facilitators; and adult learners about the process and support needed to implement successfully a PDP. This guide contains examples of facilitator approaches to PDP development and examples of real practitioner PDPs and their outcomes. Through publicly sharing stories and critically reflecting on the process, Professional Development Plans can continue to evolve in a dynamic way that will both better serve practitioner needs, and contribute to the growth in understanding and in action in the field of adult learning.

Feel free to use and adapt any of the included materials. You may wish to start with the **Getting Started** section, or you may choose to browse to find your specific interest. Like any road map, this guide is meant to be referred to as often as needed for a variety of different learning journeys.

Inquiry and Action continues to be the guiding philosophy of Virginia's practitioners in their pursuit of excellence in adult education. Consistent with the original vision, practitioners' stories--their ideas, suggestions, and experiences have shaped this revision. It is hoped that these voices will continue to lead and inspire professional growth and development in adult education in Virginia.

Note: **Professional Development Plans** were formerly known as **learning plans**. Both terms are found in this revision. They mean the same thing.

1 Getting Started

Frequently Asked Questions about Professional Development Plans

Helpful Hints

It is essential that those of us who see ourselves as teacher developers speak publicly about our own struggles, and that we model the quest for insight, critical clarity, and openness to alternatives that we seek to encourage in others.

Stephen Brookfield, *Becoming a Critically Reflective Teacher*, p. 46.

Frequently Asked Questions about Professional Development Plans

What is a Professional Development Plan (PDP)? The Professional Development Plan (PDP) is a flexible approach to learning. Practitioners have the opportunity to pursue questions of interest that potentially lead to both professional growth and program improvement. The Virginia Department of Education Adult Education Office supports and strongly encourages participation in PDPs.

Who needs to complete a PDP? Every program needs to show that all practitioners are engaging in professional development activities. The PDP is used to document plans for learning. Learning activities are often done as a group; in which case, only one plan is needed, signed by everyone in the group. Individuals who choose to learn independently must complete an individual PDP.

How does a program develop PDPs? A trained PDP Facilitator, usually a specialist or lead teacher within the program, guides practitioners through the process of developing, implementing, and sharing the PDP. The Center for Professional Development (CPD) provides training for facilitators and resources for PDP Workshops. CPD also sets aside limited funds to reimburse expenses associated with PDPs.

What funds are available? The Center for Professional Development sets aside a small amount of money designated for each program to support practitioner learning. The PDP facilitator receives notification of the exact amount in the fall. If a group Professional Development Plan is submitted, each member in the group counts in the funding formula. For example, a joint PDP signed by five practitioners would count as 5 PDPs.

How do you access funds? To access these funds, a practitioner or a group of practitioners completes a Request for Reimbursement, obtains the approval of their PDP facilitator and in some cases the administrator, attaches a receipt to the request, and forwards it to CPD. CPD directly reimburses the practitioner(s). **Expenses must relate to the PDP**. Examples of acceptable PDP expenses include reimbursement for mileage to visit another program, books used by a study group, and cost of printing a book of student writings. (See Appendix C.3-4)

What are the benefits of this process?

- **Program improvement.** Some examples of PDP outcomes that have led to improved services include creation of a home study guide to better serve students with sporadic attendance in rural communities, development of a program web page, and strategies to improve assessment developed by a study group.
- A **supportive learning community** can be created within a program. Practitioners are willing to ask questions about their work, ready to learn from others, including

colleagues and adult learners in the classroom, and able to question and share their experiences.

- Finally, **knowledge and expertise gained can enrich the larger field of adult education** when practitioners publicly share their learning.

What is the administrator's responsibility? Administrators are essential to the success of PDPs. Administrators facilitate PDPs by

- developing and sharing their own PDPs,
- providing paid time for practitioners to develop and share PDPs,
- linking professional development and program development,
- showing a genuine interest in the practitioner's learning, and
- fostering an open environment where experimenting and asking questions about practice is encouraged.

Where can I get further information? Call the Center for Professional Development staff at 1-800-237-0178. Refer to the ***Inquiry an*** ***mplementation Guide*** available from the Center for Professional Developme

Helpful Hints

Professional Development Plan Facilitator's Checklist

- **Don't try to do too much**. Match your facilitator plans and expectations to the amount of time and resources you have available for this work.

- **Start with the end in mind**. How are the practitioners going to share their learning? When will this take place? What other events (e.g. local, regional workshops, meetings), deadlines (e.g. final date for reimbursement) need to be considered? Use the calendar in Appendix F to help plan.

- **Seek help**. Enlist local support from administrators including their participation in PDP activities. Contact other facilitators for ideas. The Center for Professional Development (CPD) will provide technical assistance and support for workshops.

- **Show and Tell**. Practitioners often see you as a model for PDPs. Explain how you chose your learning question, what you plan to do, and how you will share your learning. Your PDP can be a concrete example of what is helpful, possible, and practical.

- **Keep it simple.** PDPs are merely a way to document learning. PDPs do not require a minimum time commitment nor a judgment of what constitutes learning. This freedom for some opens the door to vast opportunity; for others, it is too deep a space to enter. Remind practitioners that this is a customized plan to fit their specific needs. It is okay and desirable to limit your plan to what is practical considering your schedule. It is okay to look closer at what's going on with one particular learner in your class. It is okay to read an article in a professional journal and reflect on how it impacts you. It is okay to attend a workshop or conference and talk with others about your experience. See above—**Don't try to do too much.**

2 Taking an Inquiry Stance Toward Professional Development

What We Believe about Professional Development

Modifying our Stance toward Practice and Professional Development

What's Systematic about Professional Development?

The Potential of Inquiry-Based Professional Development

Model of the Virginia Professional Development System

...Practitioners need opportunities to think deeply about their own work and to reshape work environments for reflective and collaborative dialogue. They also need to be offered support to act on their own conclusions.

Inquiry-based staff development as I am defining it here, is adult learning that purposefully builds on the richness and diversity of real world experience and knowledge that teachers, tutors, and administrators possess. It is a systematic and intentional approach involving the collection, analysis, and interpretation of data gathered in classroom and program sites.

Susan Lytle, "A Wonderfully Terrible Place to Be," *Learning in practitioner inquiry communities*, New Directions for Adult and Continuing Education, No. 70 (Summer 1996), p.86 (85-96).

What We Believe about Professional Development

Adapted from *Teachers Learning: An Evaluation of ABE Staff Development in Virginia (1992), Inquiry and Action: A Plan for Adult Education Professional Development in Virginia (1994)* and *We Are Now in the Drivers' Seat: A Practitioner Evaluation of the Virginia Adult Education Professional Development System (1997).*

- Every practitioner needs and deserves opportunities for meaningful professional development which are appropriate for his or her level of experience and development.
- Practitioners are at the center of professional development and must have the freedom to choose what and how they will learn based upon issues that are meaningful for their practice.
- Professional development must be easily accessible to all practitioners.
- Professional development is an ongoing process that encourages and supports collaboration among practitioners in all roles.
- Decisions about professional development must be made in the context of larger program goals.
- Practitioners need incentives, including paid time and safe environments for risk-taking.
- Practitioners need to plan, implement, and evaluate actively all phases of professional development within the system.
- Practitioners generate new knowledge and must have opportunities to share their knowledge and expertise.

Modifying Our Stance Toward Practice and Professional Development

Stated simply, inquiry-based staff development is professional learning driven by questions practitioners have about their daily practice. It is learning directed by the practitioner. It is learning that takes place largely while we are engaged in the act of teaching or administering adult education rather than learning activities added on to our professional work life.

When we talk about practitioner inquiry, we find ourselves using language similar to the language that we would use to talk about other familiar adult education concepts—self-directed learning, learner-centered education, participatory learning, experiential learning, action research, and even portfolio assessment, to name a few. We even use the same language to talk about practitioner inquiry that we might use to talk about the natural learning that occurs throughout our daily lives. Inquiry is not foreign to us although in the context of staff development it becomes more rigorous and systematic. What *is* new for us is having a state-supported system of services designed to accommodate fully the inquiry activities of the practitioners it serves.

As practitioners wanting to do the best possible job, we will always perceive certain gaps in our knowledge and skill; however, we need not be limited in professional development to filling those gaps. There is additional important work to be done. Through inquiry-based staff development, we become active participants in generating much needed new knowledge about adult literacy students and adult education practice. The new staff development system acknowledges the importance of developing one's own theory about practice by studying what happens and why.

For many, practitioner inquiry may seem "second nature." Others may find themselves, in face of the new staff development system, modifying their stance toward both practice and professional development in the following ways:

- In inquiry-based staff development we are not simply putting into place ideas we are convinced will work. We employ new tools and strategies with an open mind and we study what happens. We develop our own theories about what works and why.

- We engage in inquiry for the purpose of improving our own practice as well as enhancing the overall quality of our programs. Consequently, the projects we undertake are often collaboratively developed among the teachers, tutors, and program administrators and tie in to a shared goal.

- We approach workshops, conferences, professional reading, and other "expert" sources of information with a critical perspective. Knowing that no

one is faced with precisely our situation, we use expert knowledge to inform but not determine our own theories and practices.

- In inquiry-based staff development, work environments become our primary source of information. As teachers we might observe student interaction, study writing samples over time, examine assessment data, conduct interviews, maintain teaching journals, or be observed by colleagues. As administrators, we might engage in similar investigative activities to answer questions pertinent to our leadership and management roles.

- In inquiry-based staff development we do not rely on others to determine what we need to know and deliver knowledge to us. We identify challenging or intriguing issues, and we investigate them.

- We are a lot more accountable when it comes to our professional learning in an inquiry-based system. When staff development was primarily conducted through workshops, others rarely knew how we used what we had learned or the outcome. The inquiry process, on the other hand, involves us in studying the relationship between our actions and what happens with our students. The inquiry process also includes a component of sharing. We make our new knowledge available to others through informal sharing sessions, workshops, writing, and even publishing.

What's "Systematic" about the Staff Development System?

The model illustrating Virginia's staff development system (see p. 19) depicts practitioners and programs as the central components. This design was chosen to illustrate the reciprocal relationship between practitioners and various staff development providers. A practitioner might actively seek resources and support from a system providing yet also receiving services initiated by that component. Learning plans "feed" the larger staff development system by providing it with the information it requires to be responsive and pro-active in meeting your needs.

After learning plans are developed in the local program, they are forwarded to the Center for Professional Development at Virginia Commonwealth University. The Center maintains a statewide database of practitioner learners and their projects. By looking at the entire scope of issues identified by Virginia's practitioners as being important, they are able to inform the other staff development service providers (shown in the model) of topic areas in which to concentrate their efforts. The Center uses the database to encourage and support networks of practitioners with similar learning interests. They provide funding for expenses that might occur as practitioners pursue their learning projects. They initiate contact with individuals and groups of practitioners to offer guidance or resources. They also respond to requests for assistance by providing information and referrals. They continually fund regional workshops on popular leaning plan issues as well as issues arising from program-wide or state-level concerns

The Center for Professional Development promotes coordination and collaboration among all the different components of the staff development system. For instance, they are able to provide information form the learning plan database to the Progress Newsletter to assist editors in planning themes for upcoming issues. The newsletter provides an important forum for sharing the learning that results from inquiry projects so that the entire adult education system benefits. Practitioners use the Progress classifieds to locate existing expertise among colleagues throughout the state whom they may never have met. The Adult Education and Literacy Resource Center can use the information gleaned from the learning plans to make purchasing decisions for books and other materials. The Adult Education and Literacy Resource Center maintains an electronic mailing list for practitioners to share ideas, seek advice or support, stay informed of new Resource Center acquisitions, and stay abreast of current legislative issues or policy changes. The Research Network provides support and funding to practitioners who want to develop their learning plans into even more rigorous and systematic classroom inquiries. The summer institutes provide a forum for practitioners to meet and discuss their inquiry projects or formally present the outcomes of their learning plans. Through the Management Development Institute (MDI), program administrators and directors develop and carry out inquiry-based learning projects, too. The MDI provides funding for the projects. They also design and deliver other professional development opportunities specifically for those working in management roles.

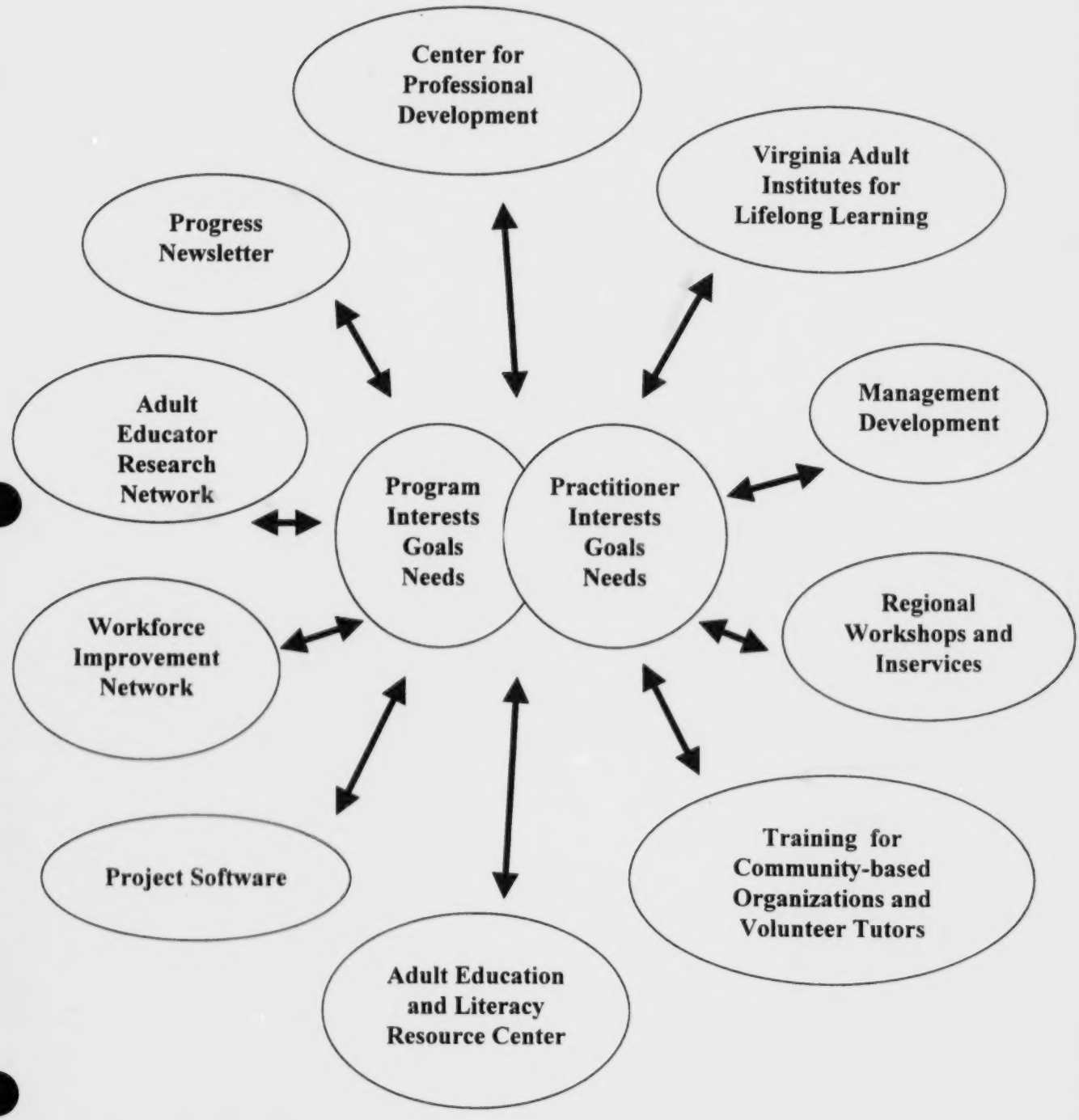
A system built around learning plans brings with it a certain amount of new paperwork for Virginia's teachers, tutors, and administrators. The planning forms must be completed and signed by all parties involved, then they must be copied and mailed to the Center for Professional Development. Revisions to the plans should be signed and forwarded also.

Reimbursement Request forms must accompany all receipts submitted for payment. However, the relatively small amount of paperwork generated by learning plans results in a new level of support, resources, and guidance, as well as funding not otherwise afforded practitioners. Practitioners who do not have a learning plan on file at the Center for Professional Development still have access to the services provided through the various components of the staff development system. They may still utilize the Resource Center, and still subscribe to the newsletter, for example. Staff development becomes systematic when one's own learning plan becomes part of a complex whole—informing others and inspiring action, nurturing intellectual growth, and improving practice within the field.

THE POTENTIAL OF INQUIRY-BASED STAFF DEVELOPMENT

When practitioners...	**Then these kinds of benefits become possible...**
plan their learning together	collegiality and collaboration develop across programs
have time to reflect and plan their own learning	staff development becomes more purposeful and deliberate
ask questions about their work that relate to tensions between present realities and more ideal situations	practitioners adopt a critical stance to their work. They become aware of areas of change and growth in the context of their practice
plan to use a variety of resource, including learning from colleagues and adult students	learning is imbedded in, not added to, practice
continually revise their plans	staff development becomes more ongoing
choose their own ways to learn from many options	learning becomes more teacher-centered and self-directed
plan ways to evaluate their learning and set standards for themselves	practitioners take responsibility for their own learning
send their leaning plans (through their administrator) to the Center for Professional Development	connections are created among practitioners statewide
discover new knowledge through their learning projects	programs and the field of Adult Education benefit from new knowledge generated for field experience
share their knowledge with others	leadership is fostered among practitioners

Virginia Professional Development System


Center for Professional Development
Virginia Adult Institutes for Lifelong Learning
Progress Newsletter
Adult Educator Research Network
Management Development
Program Interests Goals Needs
Practitioner Interests Goals Needs
Workforce Improvement Network
Regional Workshops and Inservices
Project Software
Training for Community-based Organizations and Volunteer Tutors
Adult Education and Literacy Resource Center

3 Initiating the Process

Introduction

Tips for Generating Plans

Sample Professional Development Plans

Professional Development Plan Idea List

Career Development Program Survey

Sample Memo Outlining PDP Options

How the Center for Professional Development Supports Professional Development Plans

The purposes of learning are to free curiosity, to permit individuals to go charging off in new directions directed by their own interests, to unleash the sense of inquiry; to open everything to questioning and exploration; to recognize that everything is in the process of change.

Carl Rogers as cited by Brenda M. Power, *Taking Note.* York, Maine: Stenhouse Publishers, 1996, p. 71.

Introduction

The key to the Professional Development Plan process is providing an opportunity for practitioners to **reflect** on their practice and **collaborate** with others to arrive at a question that interests them. The role of the facilitator is critical at this stage. The facilitator must allow time for both quiet reflection and the more active engagement of small groups working together. See "Tips for Generating Plans" culled from facilitators.

This section includes two samples of Professional Development Plan formats. Some facilitators find it helpful to conduct a planning session for having practitioners develop Professional Development Plans; two sample workshop sessions, containing scripts and handouts are provided in Appendix C. Regardless of delivery, it is always helpful to have practical suggestions. To jump start practitioners' thinking about the learning possibilities, The Sampler is included to tell the stories of the evolution of five adult education practitioners who completed a professional development plan.

In recent years, other strategies have been used to generate Professional Development Plans. Some programs begin at the end of the school year with a survey. The "Career Development Program Survey" in this section serves as an example. The facilitator analyzes information from the survey responses to tailor the PDP process to meet the stated needs. The result can be increased interest and participation in PDPs.

Another option is to target the interface of program needs and professional development needs. A memo can be used to explain the process and solicit interest from practitioners. (A sample memo is provided in this section.) Group PDPs are then submitted on a modified PDP Form (see Sample B on pages 26-27). In both instances, the local program needs and the practitioner needs are considered. The PDP process is modified accordingly.

Finally, PDPs have become a part of the Year-End Evaluative Staff Meeting in some areas. In this case, staff is already meeting and reflecting on their program's performance. Time is set aside for individuals to write a draft of their PDP. This allows time during the summer for reflection. In the fall, the draft plan is mailed with a reminder to each practitioner shortly before the PDP Meeting. Practitioners are free to use the plan, modify it, or create a new one.

*** Professional Development Plans were formerly known as Learning Plans.**

Tips for Generating Plans

Recommendations and Comments adapted from Specialists/Program Planners' Meeting in Luray, VA in June 1993-94 and Facilitators at the Roslyn Retreat, August 1997.

1. First focus on participant's universal need to talk about their work, then focus on the paperwork.

2. Introduce PDP as a welcome tool and showcase its benefits.

3. Keep PDPs simple, useful, and meaningful.

4. Be tolerant of negative attitudes. Not all participants will recognize the value of PDPs both personally and professionally.

5. Coordinate/discuss the correlation between program goals and professional development plans

6. Developing a question fully during the PDP session seems crucial. If you don't ask a question, how can you show growth? Emphasize the value is in discovering answers for yourself.

7. Remember the plan captures a moment in time—one's thinking during that particular session on that particular day. It is important to stress that the plan can be revised.

8. Providing copies of sample PDPs can be helpful. Hearing what others have done helps practitioners make connections and generate ideas.

9. Don't try to squeeze too much in a short session.

10. New teachers need a lot of help doing a PDP. The facilitator needs to help the teacher determine what needs to be learned in that first year.

11. Allow time for peer sharing during the PDP.

12. Start the session by looking at one's own learning style.

13. Start in the realm of personal experience. Build on what you know.

14. Present PDPs as an opportunity to explore issues unique to one's own practice.

15. Respect staff. They know their interests and goals. Let them choose questions.

16. Lead by example. Complete your own PDP.

Samples of Professional Development Plan Formats

On the following pages are two samples of Professional Development Plan formats. Sample A was designed for individual practitioner completionA handout that can be distributed to practitioners to provide suggestions for components of the plan accompanies Sample A. The handout may also be used with Sample B which was developed for use by individuals or groups.

Sample Format A
Professional Development Plan

Please print

Name:_____
Home Address:_____
Work Address:_____
Home phone:_____ Work phone:_____ E-mail:_____

1. What am I going to learn? What questions will I pursue? (*Objectives*)

2. How am I going to learn it? (*Resources and Strategies*)

Resources *Strategies*

3. How will I document or demonstrate my learning? (*Evidence of Progress*)

4. What standards will I use to evaluate my learning? (*Criteria for Evaluating Evidence*)

5. Target dates throughout my learning, including plans for sharing (*Time line*)

The primary focus of my plan is (check one) ___ABE ___ESL ___GED ___Literacy ___Adult high school ___other (please identify)_____

I give my permission for my __ work address/phone, __ home address/phone, __ e-mail address to be shared with other adult education practitioners. ___Yes ___ No

Signature and Date_____

Facilitator's Signature and Date_____

Program Information

Name of Program Administrator_____
Program Name _____
Mailing Address_____
Phone Number_____

Professional Development Plan

Please print

Name:_____
Home Address:_____
Work Address:_____
Home phone:_____ Work phone:_____ E-mail:_____

1. What am I going to learn? What questions will I pursue? (*Objectives*)

2. How am I going to learn it? (*Resources and Strategies*)

Resources *Strategies*

3. How will I document or demonstrate my learning? (*Evidence of Progress*)

4. What standards will I use to evaluate my learning? (*Criteria for Evaluating Evidence*)

5. Target dates throughout my learning, including plans for sharing (*Time line*)

The primary focus of my plan is (circle one) ABE ESL GED Adult high school
Family Literacy Corrections Other (please specify)_____

I give my permission for my __ work address/phone, __ home address/phone, __ e-mail address to be shared with other adult education practitioners.

Signature and Date_____

Facilitator's Signature and Date_____ _____

Program Information

Name of Program Administrator_____
Program Name _____
Mailing Address_____
Phone Number_____

Professional Development Plan

Your plan may be accomplished individually or in collaboration with others. Please check the appropriate box. If a collaborative plan, include all of the people in your group.

_____ Individual _____ Collaborative

Name:	Mailing Address:	E-mail Address:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The primary focus of this plan is (circle one)
ABE ESL GED Family Literacy Corrections
Adult high school Other (please specify) _____

1. What am I (are we) going to learn? What question(s) will I (we) pursue?

2. How am I (are we) going to learn it? (Resources and Strategies)

Resources Strategies

Adapted by REEP from Center for Professional Development, Professional Development Plan

3. How will I (we) document or demonstrate my (our) learning? (Evidence of Progress)

4. What standards will I (we) use to evaluate my (our) language? (Criteria for evaluating evidence)

5. Target Dates throughout my (our) learning process. (Time Schedule)

We give our permission for our __ work address/phone, __ home address/phone, __ e-mail address to be shared with other adult education practitioners.
Signature(s) and Date:

Facilitator's Signature and Date:

PROGRAM INFORMATION
Administrator Name:
Program Name:

Mailing Address:

Phone Number: *FAX:*

Suggested Professional Development Plan Resources, Strategies, Documentation, and Evaluation Activities

The following groupings contain suggestions related to Professional Development Plan resources, strategies, documentation/demonstration of learning, and evaluation of learning. These are merely a sampling of suggestions and are in no way meant to be inclusive or restrictive.

Possible Resources

Colleagues	Resource Teacher	Lead Teacher
Facilitator	Local resource center	Learners (observation, interview)
Internet	Library	Self-developed survey
ERIC	Journal articles	

Virginia Adult Education & Literacy Resource Center
Virginia Adult Education Research Network

Possible Strategies

Attending workshop/conference	Attending a class
Interviewing	Conducting a survey
Observing another teacher	Observing class interaction/behavior
Reading a book, journal, ERIC Digest	Visiting another program/site
Keeping a journal	Watching video
Introducing a change & tracking results	Developing & implementing a new plan

Possible methods of documentation/demonstration

Journal entries	Reflective teaching notes
Article for newsletter/Progress	Handout
Short report	Mini session at VAILL or other conference
Workshop presentation	Collection of lesson/teaching ideas to share
Notes on feedback from learners, others	Samples of learners' work
Sharing at year-end meetings	

Possible methods to evaluate learning

Learner response	Changes in learner performance
Objective met to individual's satisfaction	Analysis of information collected/observed
Reflection on changes	Collaboration with colleagues

The Sampler—Stories of five Professional Development Plans

In June 1998, the first "Sampler" was published to share the stories of Professional Development Plans submitted by Virginia adult education practitioners. Following are the original objectives of five practitioners and a copy of "The Sampler" which tells the complete story of their plan.

What am I going to learn? What questions will I pursue?

Mary Campbell: I am going to learn to bring music into my classroom to further enhance my classes. Music, in so many ways, is an integral part of our lives. It could be patriotic music, relaxation music, dance music *et al*. I intend that my students not only listen to various kinds of music, but also gain vocabulary form it, do writing exercises with it, read it, write about it and hopefully enjoy it! I will ask myself before presenting a particular song how this will benefit my students.

Rachel Fisher: Recuitment of students for Parksley Middle School site

Susan Holt: Can journal writing after class help me become a more effective teacher?

Maynee Meadows: Last year we began developing a student assessment that could be used to assess and plan lessons for adults working in a sheltered workshop environment. Our Learning Plan for 1997-8 represents a continuation of that goal. We are currently working on a section of the assessment which will include practical math concepts such as money identification and telling time. We are also beginning a reading section which will include recognition of danger sings and workshop signs.

Clysta C. Waters: What is the best approach to teach adults to write? 1) What materials are available? 2) What researcher exists already? 3) What are other practitioners doing?

THE SAMPLER

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Last year nearly 600 adult educators in Virginia participated in Professional Development Plan activities. Their plans are as varied as the interests and concerns of the practitioners who completed them. ***The Sampler*** *contains the stories of the evolution of five Professional Development Plans each told in the words of the practitioner who developed the plan. Their stores are representative of the stories of hundreds of dedicated, hard-working adult educators statewide.* ***The Sampler*** *is our salute to their efforts.*

– Susan Joyner

Music in the ESL Classroom

by
Mary Campbell
email: bcmckc@erols.com

■ The Writer

The road that led me to teaching English as a Second Language (ESL) was a long and circuitous one. After working for the Department of State for nearly seven years, which included a two year overseas assignment in Vienna, Austria; beginning college at age 26 and finishing in just under three years; working as a counselor, teacher, and supervisor at a juvenile detention home; marrying and staying home to raise our daughter; my career finally landed where it was meant to be, as an adult ESL instructor.

■ The Setting

I teach three multi-level Adult ESL classes year round in two high school classrooms located in Fairfax County secondary schools. The classroom varies depending on the scheduling needs of the high schools. I've taught in English classrooms (ah, utopia), Accounting classrooms, and most recently, in a Biology Lab classroom for a very brief period of time with my newest student being an Iguana!

The Characters

During the past year, the learners have included natives of over twenty countries. Ten percent of my students are at least sixty years old—from the two former commanders in the Iranian Army who are in their seventies to the seventy-two year old Iranian woman who takes two buses to get to class by 8:15 a.m.

My equally important other students' ages range from the early 20's on up. My "guesstimate" would be a median age of 35. One of my most recent challenges has been trying to help to relieve the bitterness of a recent Bosnian refugee who smirks when I tell him I have been to his country in the former Yugoslavia and how much I admire his heritage. I have also tried motivating three Vietnamese refugees who have been in the U.S. less than six months, and I have been working with an El Salvadoran learner whose mind was altered when a bomb hit his bus while he was traveling to the U.S.

My professional development plan evolved from several concerns: how can I make my students feel comfortable with one another during the four hours per week they are together? Will they continue to come to class? Will the fear in their eyes diminish?

The Question

My professional development plan evolved from several concerns: how can I make my students feel comfortable with one another during the four hours per week they are together? Will they continue to come to class? Will the fear in their eyes diminish? These concerns led me to wonder, "will bringing music into the ESL classroom provide a means to address these questions and enhance instruction?"

"A song can go places unreachable by word or gesture..."
– Jennifer Warner

The Exploration

Singing or humming with a group of people helps break down cultural barriers; there is a feeling of kinship that flows through a room filled with music. My exploration began by determining a consistent approach to incorporating music into the classroom. Since so many of my students have had to deal with traumatic situations in their lives, consistency has become my top priority. I developed the following format. First, I played each song several times as a listening exercise—no written matter was distributed. I asked the students to say any words that they heard, and I wrote the words on the board. Then I passed out copies of the lyrics. Of course, we then sang the song!

We began with the song "America the Beautiful." I explained that it is very important to remain intact with each individual's ethnicity, but it is also equally important to learn something about the country in which they now live. Within a few weeks, we tackled "The Star Spangled Banner," a most difficult song to understand and sing! I have a videotape of my daughter who sang this song at her high school graduation. Amazingly, when I showed the video to my learners they felt more comfortable because I told them how nervous I was for my daughter. We stood to show our respect for the flag, placed our hands over our hearts, and listened...once, twice, and more. We tackled the lyrics, breaking each line down one at a time. Later while playing Cathy's Cards, an ESL tool for encouraging the learners to converse, one of the questions was "What's your favorite song?" Fahid, one of my oldest

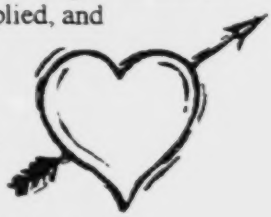
students, responded "But the 'Star Spangled Banner,' of course!"

I developed thematic units for each month using key events of the particular month. In December I introduced the song "Let It Snow." We dwelled on snow—including mazes about snow, abbreviations of the states that generally get the most snowfall, making snowflakes for our bulletin board, and sipping hot cider while we listened to Ray Conniff's rendition of the song. My class was ensconced in winter language, artifacts, and music.

In January, the adults asked me why we had a day off for Martin Luther King's birthday. I showed the class a documentary to help them understand the background of the civil rights movement. Several of my students cried. One commented, "I didn't know people in America were ever treated that way." In the background of the video I showed to the class, the song "We Shall Overcome" played softly. This served as our song in January, and we focused on "overcome." I asked the class to describe what they had overcome, and from there we wrote sentences and worked on other facets of language.

"I didn't know people in America were ever treated that way."

February was the month of love, and to introduce the song "Unchained Melody," I showed an excerpt from the movie "Ghost" and used a cloze exercise with the lyrics. The students were humming the song as they left the classroom. Melek, one of my Turkish students, asked if he could sing a Turkish love song. "Of course," I replied, and he sang a beautiful, haunting melody. Everyone clapped, and one student told him he should be a singer, not a cook. More clapping—Melek bowed shyly.



The theme in March was Saint Patrick's Day and the featured song "Tura, Lura, Lura." After discussing the concept of lullaby, I asked the group if they had a lullaby that they sang in their country. No one spoke. I began singing a Polish lullaby I learned many years ago. One of the quietest students in class stood up and sang a beautiful Korean lullaby. "That was beautiful" two learners said simultaneously. Comfortable with the concept and their peers, individuals began to stand and sing favorite native lullabies. It was not only music to my ears, but also a reminder that learners need to fall back on their own ethnic culture occasionally.

April signified the return of baseball. We watched videotape excerpts of the game and then conducted a demonstration in the classroom. One of my Japanese students exclaimed, "My husband and I love baseball! I have bats and mitts in my car." We used realia, a baseball, bat, and mitt to play a mock game. Then after completing the song, we celebrated with peanuts and cracker jacks. The students were involved and excited and not a single one of them had ever tasted a cracker jack!

■ The Findings

During the past year I have continually evaluated the use of music in my classroom. Using music as a teaching tool works! During the two-hour session, I interweave writing, reading, listening, and speaking using a variety of materials, including, of course, **music**.

Class attendance has remained high, and the learners are involved, enthusiastic, and LEARNING.

The Future

As long as I continue to teach, music will remain in my classroom. I'm hoping to use more co-operative learning by overlapping two of my different level classes, which meet back-to-back periodically, so my students may learn from one another and make new friends! Music from the U.S.A. as well as from different countries, playing softly in the background, will set the stage.

Finally, I have and will continue to share what works with my fellow teachers. It's music to my ears when the telephone rings, and I'm asked for ideas on particular songs. The wheels in my ears immediately start turning, for yet another song I can share and add to my files! ♫♪♫

Recruiting the GED Student

by
Rachel Fisher

The Writer

I began my teaching career twenty-two years ago as a home economics teacher. Later I became certified to teach pre-kindergarten through grade eight and taught English to middle school students. I have taught GED classes for eleven years. Currently I teach GED classes at Parksly Middle School. The class meets in familiar territory...the home economics department.

The Setting

For many years GED preparatory classes have been held at various locations on the Eastern Shore, both in Northampton and Accomack Counties. These classes are sponsored by the Eastern Shore Community College. Satellite classes are offered at churches and schools throughout the peninsula. The Parksley Middle School site was established in the 1996-97 school year as statistics indicated a need.

The Characters

My students live in and around the town of Parksly, a town of tree-lined streets, gracious Victorian homes, and a renowned railway museum. The town was established in 1885 as a train stop, and the railroads engendered the town's growth. Today, approximately 700 citizens live in Parksley, and another 200 reside in the surrounding area.

The Question

Because of its relative newness as a GED site, I felt that classes at Parksley were not well attended during that first year. I thought about the lack of response and the need to research the question. This led to my Professional Development Plan question: why were so few students enrolled? Was recruitment an issue?

> **"... why were so few students enrolled? Was recruitment an issue?"**

The Exploration

On paper I began to enumerate recruiting techniques that I might employ. Since the town of Parksley has a small shopping district, a drug store, a Farmers' Market, two grocery stores, five churches, a small manufacturing company, and a Pepsi Cola distributorship, I thought I

could perhaps incorporate those in my effort. I wanted to pursue several avenues; hence, I discussed this plan with Maureen Dooley, my supervisor, whom I relied upon for counsel.

I met with the manager of Parksley Apparel, a company that makes clothing for Alfred Dunner, to gain permission to meet and greet employees as they entered in the morning. He obliged. I attached my business card to a tri-fold flyer which announced the location and hours for the class. This gave my prospects a person to associate with the information they were given.

The factory operates on shifts, so I greeted employees at 7:30 a.m. and returned in the afternoon to greet those whom I had not contacted in the morning visits. Additionally, I sat at a table in the lounge where employees clocked out for the day. Prior to each visitation, the manager encouraged employees via an announcement over the public address system to meet with me. As a result of these meetings, I gained three new students, one of whom was a sixteen year old drop-out.

On Election Day in November, three students and I visited two polling precincts to distribute the same flyers to voters as they came to cast ballots. The students and I wore buttons similar to campaign buttons in size and bearing the logo: "Ask me about the GED." Moreover, my students and I wore these buttons on every occasion where prospective students might be located. These buttons were automatic conversation starters and served as a very valuable tool in getting the other person to initiate conversation. One afternoon at the conclusion of one of our activities, I decided to go shopping in Salisbury, a town located in Maryland. As I approached the cashier, she said to me, "Okay, I have to ask you," and pointed to the button. I had completely forgotten I was wearing the button, and now I was in the position of recruiting Maryland residents for my program!

On Saturdays I stood in front of the local Dollar General store to distribute the flyers. I found that the store was frequented by a cross-section of Eastern Shore residents. I always approached customers by saying, "Maybe you know someone who needs a GED." This technique seemed to relieve the anxiety associated with admitting to the lack of a high school diploma. Then I would continue with a short spiel about the class and me as instructor. Customers were receptive. There was positive feedback. I immediately enrolled three new students.

Using the same strategy, I stood outside the local drugstore. I was hoping to reach another segment of the population. This was not a successful endeavor as I knew most of the customers. They were interested in socializing. I abandoned this location after a one-day trial.

Thinking there were still more contacts to be made, I wrote a letter to each of the ministers of the five churches in the area and enclosed a flyer. I requested that each minister reprint the information in the weekly bulletin. I recruited two more students as a result. Furthermore, I contacted the district superintendent of the United Methodist church. Her home and office are located within the town of Parksley. Her newsletter is mailed to every Methodist church located on the Eastern Shore.

"Success is only a GED away."

For general information purposes, I solicited banners from the local Pepsi Cola distributor. I devised a logo for the banner: "Success is only a GED away." The logo, location, and time of class meetings

were superimposed onto the banner by a local sign company at a discount rate. One banner was flown at the local Farmers' Market. It was placed so that it could be easily read by customers and employees who parked and shopped or worked in town.

The second banner was made available to any GED instructor in the Eastern Shore district who wanted to set up a display or exhibit. I used it in conjunction with a display at a family fun day sponsored by the middle school. This served a dual purpose as I not only made contact with parents but also representatives from other agencies who could refer adult students to the Parksley location.

My students recruited new students in a variety of ways. For example, they posted flyers in their neighborhoods, in stores, beauty shops, and service stations.

■ The Findings

Although I held informal interviews with adult learners to determine how each came to choose the Parksley site, it was hard to be exacting in my research. Some came because they had friends in the class. Others came because it was part of their obligation to an agency such as the Department of Social Services. Still others indicated a friend or family member told them. Often at the end of the school day at the school where I teach during the day, I would find messages taken by the school secretary requesting information about my GED class. I always returned calls and students enrolled.

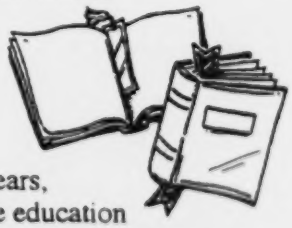
Before I started my recruiting effort, ten students were on roll. At the end of the year, a total of twenty-eight adult learners had been enrolled. Not all of the twenty-eight learners were committed to the program; some were lost to attrition.

■ The Future

Knowing that soft advertising has a reverberating effect, it is entirely possible that some of these students may eventually enroll in a future GED class. When classes begin in the fall, I intend to continue my informal interviewing in an attempt to determine how they learned about the program at Parksley. I would welcome the opportunity to try these strategies again, and, indeed, to attempt other initiatives.

Reflective Journaling in a Pre-GED Classroom

by
Susan Holt
email: msholt@compuserve.com



■ The Writer

For the past eight years, I have taught workplace education and Pre-GED classes. My teaching career is a joy and a creative outlet for me after having spent ten unsatisfying years in advertising.

"The desire to know, when you realize you do not know, is universal and probably irresistible...it is a desire, as Shakespeare said, that grows by what it feeds on."
–Charles Van Doren

■ The Setting

I am privileged to teach the morning Pre-GED class at the Highland Springs Adult Education Center in Henrico County. The GED classes meet in a neat, red-brick building in the east end of Richmond.

BEST COPY AVAILABLE

The Characters

My class is typical, I think, if such a word can describe the broad range of age, experience, and motivation that exists in one classroom. About 20 students are enrolled, and on average, 8-10 attend at any one time. Sometimes I have 15 in class, and once or twice, I have had 2. I have young men (still just kids) whose only motivation to study is their mother or grandmother who drops them off every morning with a stern, parting look. I have women in their 50's who haven't been in school in 40 years, but are cheerfully determined to learn and grow. One woman has *never* been in school, and taught herself to read when she was young. These ladies are an inspiration to all of the other students.

> ***"Nothing happens without personal transformation"***
> ***– W. Edwards Deming***

The Question

My professional development plan question was simply this: would "reflection"—writing down my thoughts in a journal for a few minutes after every class—help me become a more effective teacher?

To be honest, I shamed myself into this project. I had written a small piece on reflection for the Center for Professional Development back in graduate school, and I had conducted a study on teacher reflection with the Research Network and the Adult Career Development Center. However, I had somehow avoided keeping a journal of my own. So in the spirit of never asking others to do what I haven't tackled myself, I took a deep breath and began.

The Exploration

Every Monday and Wednesday morning I walked into my classroom and firmly placed my journal (a plain marbled composition book) next to my lesson materials. That way, at noon, it was unavoidable. I had to write down faithfully my thoughts on what worked, what didn't, and what to do next...and I did. It took only five or ten minutes. I had originally planned to write from September through December, but found the project was energizing instead of tiring. I kept it up. Suddenly it was May, and classes were over.

The Findings

Unfortunately, the first thing I learned is that journaling was ineffective at improving my teaching...at least the way I was going about it! For instance, on September 22nd I wrote, "Writing class was good, but I have to get better at asking the students to reflect on their learning during the last five minutes." Then this entry appears on October 8th: "A reflective confirming statement is so important at the end of class! They told me what they'd learned about geometry today—and they really felt good when they left and I knew what worked because of it." After this, there are no more entries about class reflection, and I remember dropping it in favor of more study time. Considering how favorably the class had responded, why hadn't I continued with this successful teaching tool?

"A reflective confirming statement is so important at the end of class! They told me what they'd learned about geometry today-and they really felt good when they left and I knew what worked because of it."

"I learned all my wisdom from my teachers, and all my teaching from my students."
—Ben Ezra

I believe I was learning rule number one: *reflection should be a catalyst for change*. Reflection can be a way to break old habits, but we must let it. In fact, a good definition for reflection is taking the time to analyze our past performance in order to improve our future performance.

So how could I ensure that I learned and implemented the changes that were necessary? Just writing down thoughts and reactions wasn't enough. It was too easy to forget and fall back on old ways. *I had to make myself accountable to my own ideas.*

I ran across an article that helped: "Self-Tuning Teachers: Using Reflective Journals in Writing Classes" by David Gorman (*Journal for Adolescent and Adult Literacy*, March 1998). Gorman indicated that he believed a journal is more effective if it is structured around specific goals. He chose four areas of concern in his teaching and addressed those in his journal by describing strategies he employed and the feedback he obtained from learners. Gorman wrote, "Without the restrictions, the journal often becomes more of an emotional release (not a bad thing in and of itself considering the stresses of teaching) but doesn't help much when a teacher is trying to improve instructional decision making."

I also discovered that a natural outcome of structuring my learning and tracking my progress was that I became more involved in the journal. I revisited old notes, underlined thoughts, and put stars by ideas to use in upcoming class sessions. It was late in the game, but journaling now became a dynamic process. For example, on March 11th, concerned about an early fall-off in attendance because the end of school was near, I wrote, "How do I energize this class to stick it out eight more weeks?" And then I listed several ways to do so, with target dates by each:

- ❒ Use Embedded Questions (reading strategy)–week after next
- ❒ Start graphs and charts in math, using *USA Today* –ASAP
- ❒ Call missing students/send post cards—Thursday a.m.
- ❒ Progress test students who requested it—next week.

A week later, my entry read, "Will use 'How To Write about a Quote' on March 18. I have prepared Embedded Questions for March 23. Can't wait to see how they work!" Now the ideas that had come as a reaction to the class were actually being molded to address needs, and good teaching strategies did not get lost in the shuffle. Further, the two strategies are ideas I would not have found had I not been inspired by my journal writing. Embedded Questions is a reading comprehension activity that interrupts reading at key points to encourage the reader to stop and ask questions, checking their own comprehension, clarifying and predicting. "How To Write about a Quote" provides a structured approach to reflecting about a quotation, in preparation for essay writing. As Gorman wrote, [Before keeping a journal] "...it was extremely easy to think of a weakness in teaching strategy and then do nothing about it after the thought passed. With a journal, the classroom problems are recorded on paper. The likelihood of change in instructional decision making is greater because the teacher is more accountable for actions."

"It's self-reflection, not self-protection"
– R. Hargrove

■ The Future

This fall I plan to begin journaling with three specific goals and revise them as needed. I plan to revise and track my notes, by re-reading the previous week's notes every Monday and a month's entries the first of every new month. I also hope to keep a "reference list" of teaching ideas as I go. This sounds rigorous, but it's easy. Also, a teacher's journal is private, so if I miss a target date, no one will know. I can make the revisions and go forward. On the flip-side, if I can act on the ideas and improve my methods, the most important people in the world will know—my students.

Was I revisiting previous information often enough? ... especially in math? Was I weaving a larger picture for the learners or teaching them discreet modules?

Also, I plan to address something that I discovered in scanning my earlier journal entries. I noticed two opportunities that I missed this year. First, I have at least four references to the teaching theory of "cycling," in which I was reflecting on discussions with another teacher about our students. Cycling is based on the belief that teachers must always cycle back and build upon previous learning, instead of being linear, like a ladder. Students (especially adult education students, I think) need to revisit previous concepts over and over. As adult educators, we need to teach on a very tight cycle. Was I revisiting previous information often enough? ...especially in math? Was I weaving a larger picture for the learners or teaching them discreet modules? I hope to build next year's curriculum with cycling more in mind, rather than relying solely on my judgment and the learners' requests to go back over old material.

The second opportunity was in the area of test-taking skills. In my journal I noted two references to students who complained loudly of test anxiety. In my effort to be encouraging and positive, perhaps I put too little emphasis on tests and teaching test-taking skills. This fall I want to plan more carefully for teaching test-taking skills and set target dates to offer more testing options as needed.

■ The Conclusion

First, reflective journaling is work, but it is a fun, fascinating kind of work that you don't mind doing. It goes beyond lesson planning. Without the "think time," some teaching ideas I have had would never have been born. Now that I know first-hand the pitfalls and possibilities of reflective writing, I don't want to give it up—with or without a Professional Development Plan to spur me on. It's become too important.

"It works...if you work it."
– unknown

Second, I now have an alternative method of journaling that is most effective for me: goal-oriented reflection that focuses on specific areas of instruction. Questions can be explored, the results can be evaluated, and new ideas can be implemented. And it takes no more time than just writing down reactions.

Finally, I am struck by how vital planning, thinking, and reflecting time is to developing class plans. Truly, reflection can be a catalyst for change, and when it means breaking away from old habits and exploring new and better ideas, change is a good thing.

"Exceptional" Ideas: An Approach to Teaching Mentally Challenged Adults

by
Maynee Meadows

The Writer

I am the Coordinator of Adult Education in Patrick County where I teach literacy, workplace math and communications, career preparation, and the GED program.

The Setting

In late August 1997, I began to plan a study program for twenty-five physically and mentally challenged adults who work in a sheltered workshop. Our budget allowed a three-hour class two times per week. The classroom was a small office with a picture window overlooking a production area where workers sanded and stripped antique furniture. These workers were my students. My job was to enrich their educational experiences and help them improve and enjoy their tasks in the workplace. "Yes, I'll plan meaningful lessons," I resolved, "but lessons about...what?"

"Yes, I'll plan meaningful lessons," I resolved, "but lessons about ... what?"

The Characters

I surveyed the beautiful, eager faces peering or waving at me from behind baroque tables or battered trunks. I was overwhelmed with the need to do my very best for these exceptional students. It was important to make school a nourishing, positive experience.

The Question

Assess needs, form goals, and select the best materials and methods to meet those goals. That's what adult education teachers do. Assess the needs...how? How in the world could I measure prior learning and set goals for students with such diverse experiences and mental limitations? I didn't know where to begin. One thing was certain. I wouldn't need to unpack the TABE tests.

I focused on my professional development plan and determined the specific question: How can I assess the educational needs and design a learning program for physically and mentally challenged adults in a workshop environment?

The Exploration

It was important for me to explore HOW - - that is, the process that mentally retarded people use to learn the skills and information they need. I also wanted to help in selecting those concepts and skills that would be most relevant. I planned to use a multi-sensory approach, but was there more? What other strategies had teachers found successful? I gathered information from the Association of Retarded Citizens, government offices, other workshops, psychologists, and special needs teachers.

Our school psychologist gave me a copy of a study conducted in 1975 in Santa Cruz County, California. It was old, but it was exactly what I needed. Entitled "Behavioral Characteristics Progression" (BCP), this study was a continuum of behaviors formatted as a chart. The project notes described the BCP as "a major assessment, instructional, and communications tool." It was designed for mentally exceptional children, but it was adaptable for adults. The continuum contained 2400 behaviors and skills in the order in which they are usually learned. For example, the section entitled "Visual Motor I" contained fifty

observable characteristics. It progressed from rudimentary skills such as (#1) "follows moving object with eyes and head" to (#35) "picks up small objects between thumb and index fingers" to (#48) "matches circles, squares, triangles, and diamonds."

The BCP chart helped me understand the progression or the HOW of learning; the Boehm Test helped me with the WHAT. One of our learning disabilities teachers reached into the bottom drawer of her file and gave me some old assessment tests designed by Ann E. Boehm and published by the Psychological Corporation in New York. Like the BCP, the Boehm Test was intended for small children. Using a series of line drawings, it tested the understanding of spatial concepts such as top, middle, bottom; near, far away; inside, outside; left, right; few, some, many; around, through, next to etc. I did not know if this test would be worthwhile for mentally challenged adults, but I was certain that the concepts it measured were valuable tools for the workplace. An incident at the workshop soon demonstrated the importance of spatial relations.

One of my students was helping with a wood project. "Tom, put some weight on the edge of that board, will you," a supervisor instructed. "Be careful not to step in the center." The sound of cracking wood taught us that Tom did not understand the idea of "center."

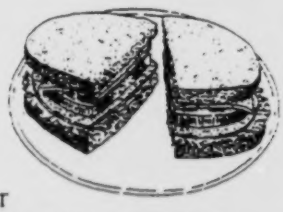
One of my students was helping with a wood project. "Tom, put some weight on the edge of that board, will you," a supervisor instructed. "Be careful not to step in the center." The sound of cracking wood taught us that Tom did not understand the idea of "center."

The Boehm Test may be an excellent assessment tool for children, but I discovered that I could not adapt it accurately to reflect the needs of my special adult students. Too many were failing or testing poorly. "What am I doing wrong? Why isn't this test working?" I had asked myself. A leaf of lettuce was the clue that helped me solve my dilemma!

■ The Findings

Phil is a twenty-two year old man with Downs Syndrome. He had been unable to recognize many of the basic concepts introduced in the Boehm Test. "Between" was especially difficult for him. "Mark the picture that shows a bear BETWEEN the two blocks," I had said gently. He studied the picture for a long time. He gave an incorrect response. I tried again, and again but he was unable to point to the correct picture. I felt tired and disappointed.

Lunch time was a welcome break for teacher and students. As I passed by Phil's table, I noticed that the lettuce had fallen out of his sandwich. I hugged his shoulder and smiled, "Put the lettuce BETWEEN the slices of bread." HE DID IT! I felt my heart beating fast. Perhaps it wasn't that he failed to understand the concept. Perhaps it was the pencil and paper approach that confused Phil. I began grabbing for nearby objects. "Put this M & M between the potato chips." "Put this paper between the two cookies." He responded correctly to every command. If this hands-on method worked for Phil, might it work for the others as well?



I went out and purchased some small trucks, cars, cards, balls etc. I re-tested using

objects instead of pictures. "Can you place this chip ON TOP OF the truck? Move the tractor FAR AWAY FROM the ball." Small manipulatives worked better for all of my students. Perhaps mentally challenged adults respond poorly to two-dimensional testing. I know my students did, so I revised my assessment. Whenever possible, I would use objects rather than pictures.

I was beginning to get excited about this new and challenging assignment. A tiny voice deep inside me began to whisper... just whisper, "Maybe you CAN make a difference." Now I understood a little about the progression of learning. Also, I knew how to test for some helpful basic concepts. I was ready to learn about the duties and challenges my students had to face every day. For these, I went to the caregivers.

A tiny voice deep inside me began to whisper ... just whisper, "Maybe you CAN make a difference."

The caregivers in our workshop include the director, his assistant, and three supervisors. Also, there is a caseworker who visits several times each week. They help my students maintain high standards in the workplace. Other duties of the staff include making lunch, leading exercises during recreation break, helping with prescription medications, and listening to problems or concerns. "How can Patrick County Adult Education programs help in your workshop?' I asked. "Don't worry about what is in our curriculum. Just make me a list of skills or ideas you would like to improve."

I made a rough draft of their needs. Maria was ready to try independent living. She needed to know how to write checks and how to balance her checkbook. Michael could write his name, but he had difficulty remembering his telephone number. Ron knew the sounds of letters, but could not blend them into words.

Ruth could read on a fourth grade level, and wanted books about country western stars. John needed to be able to select the coins required to operate the snack machine. Wayne needed to recognize information and danger signs. Tony needed help with table manners. Richard wanted to learn to count money and make change. Mark wished to study science, but he was visually handicapped. A kaleidoscope of wishes and needs, the list grew, changed, and became more and more diverse.

There was one final challenge to face before I could plan lessons for my new students. Would their mental or physical limitations prevent them from reaching their goals? I hated the thought of looking at IQ's, but it was necessary. The caseworker and psychologist helped me understand boundaries. I wanted to set goals that would enable every student to succeed at something.

The Future

I ended up with a useable assessment and some exciting tools and ideas for lessons. Like the kaleidoscope, my assessment and lessons are always changing. I upgrade, highlight, scratch out, and tear up! I have divided my assessment into related sections—an idea I borrowed from the BCP. The sections include Spatial Concepts; Personal Identity; Hygiene and Grooming; Personal Safety; Self-Control and Honesty; Social Speaking; WS; Social Eating; Practical Math; Practical Reading; and Speech. Our makeshift classroom is filled with tools for teaching my exceptional students. There are stacks of workbooks, strips of bright colors, plastic letters, posters, packs of cards, a

plastic glass filled with coins, a clock with movable hands, used calculators fished out of the trash at the high school, an old outside thermometer, and many, many pencils.

This is the first step of a wonderful journey. I know there will be dark places along the way, and I will make mistakes. My assessment is like a map. It outlines some areas of need. It is a beginning.

Before I have a chance to remove my coat, my students wave, and Michael shouts from across the room, "Is it my turn yet?"

Our classroom is filled with joy and excitement. I know it because the anticipation begins the moment I enter the workshop. Before I have a chance to remove my coat, my students wave, and Michael shouts from across the room, "Is it my turn yet?"

You Want Me To Write What!??

by
Clysta Walters

■ The Writer

I have spent the last 22 years of my life teaching in public schools, 9 years as an elementary school teacher and 13 years as a high school math teacher. For the past 5 years, in addition to my day job, I have taught a combination Pre-GED/GED adult night class. For the past two years I have taught the English, science, social studies, and writing part of the class.

■ The Setting

"Just the smell of the building brings back bad memories."

Our class meets on Thursdays from 6:30-9:00 p.m. in a mobile classroom (glorified trailer) behind Orange County High School in rural Orange County, Virginia. Many of my students felt very uncomfortable about returning to the high school building because of previous bad experiences. As one learner said, "Just the smell of the building brings back bad memories." So we meet in the mobile classroom even though it means walking across the parking lot to the main building to use the restrooms.

■ The Characters

My students range in age from 17-60 years old. Their backgrounds and life experiences vary. Most of them are attending classes because they have an inner desire to learn and to accomplish their goal of obtaining a GED.

I have between 15-20 students registered of whom 6-8 attend regularly. Two students are enrolled in home study because of child care conflicts. They are required to attend class once each month to turn in paperwork and to have the instructors assess their progress.

The class consists of both male and female students. Family ties seem to be important contributors to our attendance. I have a set of sisters who attend together, a mother/daughter combination, and an aunt/niece combination. They encourage each other and give each other confidence.

The three gentlemen who attend come for three different reasons. One is trying to finish

something he started long ago; he says he needs to prove he can do it. The second has incurred medical problems and cannot continue in his present line of work. He is essentially starting over. The third needs the "piece of paper" to allow him to move up in his current job. All are highly motivated.

The two youngest students in the class will be taking the GED test in June so that they can "graduate" with their high school class. The oldest student decided at age 60 to return to school. She didn't have transportation, which prompted me to say, "If she wants it that badly, I'll be her transportation." I know I'll have at least one person in class on Thursday nights because I pick her up on my way. Most of the other students know her from the community, and she is an inspiration to each of them.

"For the things we have to learn before we can do them, we learn by doing them."
—Aristotle

■ The Question

As a math teacher for 13 years, I had gotten away from writing. The telephone had replaced long letters home, and my math lessons didn't require long written passages. And suddenly I was faced with teaching adults to write cognizant, organized 200 word essays. My first question was "Are you crazy?" Then the real professional development plan question came—"how do adults learn to write?"

My first question was "Are you crazy?" Then the real professional development plan question came -- "how do adults learn to write?"

■ The Exploration

I began my journey by seeking out a close friend who teaches English. She has previously taught the adult classes during a summer session so she had insight into the problem. As an English teacher, she also had resources which I lacked. After a long conversation, she essentially said that the best way to teach writing is to have people write. Only by putting their own thoughts into words would the learners begin to see where their strengths and weaknesses were. As a math teacher, one of my favorite quotations has always been, "I think, therefore I am" by Rene DesCartes. It seemed that what my friend had said directly echoed this thought. If the learners think about it, they will write it. I rushed off thinking I had the answer.

I require each of the entering students to do a brief writing assignment as part of their placement test. This give me an idea of what types of skills each learner possesses. As I reviewed their assignments, I found that many students responded by writing one long run-on sentence or by writing two or three short, choppy sentences which were really sentence fragments. Many used no structure; no paragraphs were in evidence. They lacked the concept of an organized written work.

One of the resources that my friend shared with me was called POWER writing. The acronym stands for Plan, Organize, Write, Edit, and Revise. In the *P*lan and *O*rganize steps, the learners spend approximately 10 minutes brainstorming, free writing, and grouping their ideas. Then they begin *W*riting for 25-30 minutes. Once they complete writing, they *E*dit and *R*evise their material by reading their work and correcting obvious mistakes. Approximately 10 minutes is allowed for this phase; major rewriting and revising is done later.

In an effort to help the students understand the process of writing an organized, coherent essay, I introduced them to POWER. I gave them topics to write about, and we spent several weeks just on the Plan/Organize phase. This seemed to be the hardest part for them.

I thought about my own writing experiences and realized that the only real writing that I do is my journal. I have religiously written about life's ups and downs as a process to work through problems since I was a junior in high school. Naturally, I was exploring what my students were doing through my own journal writing. As I tried to write journal entries about what I had observed, I felt I was forcing the words to come. I suddenly realized I was trying to write about someone else's experiences instead of my own, and it was hard to do. A bright light came on inside of my head.

■ The Findings

As I looked back over my journal entries, I realized that when I wrote about what I had done, my entries went on for pages. But when I wrote about what the adult learners were doing I had very short, to-the-point entries. Their writing was the same. When I gave them topics about things that were not relevant to their lives, they were not interested in writing because it was so hard. Some students could only muster two or three sentences. When the topics related to their own personal experiences, they wrote paragraphs, in some cases even several pages. From those pages, we could work and revise. The ideas were their own and their personal style was evident. I began to see patterns in their writing that we could identify and tackle. For example, one student never capitalized the letter I as a personal pronoun. When I asked the student about this, she responded that she never realized the word was supposed to be capitalized; she thought only the first word of a sentence and proper names were capitalized.

Another student who wrote two sentences on her first essay topic, which I had assigned, turned in nearly a full page when allowed to select her own topic. Not only was the essay longer, but also her writing contained descriptions, concrete examples, and a touch of humor. She had progressed from writing one run-on sentence and two sentence fragments to a well structured paragraph of simple and compound sentences. In addition, she was no longer indiscriminate in her use of upper and lower case, and her handwriting was much improved.

Also, because they were sharing a part of themselves, they wanted their writing to be perfect. The learners began to bring a written essay to each class, and often, in addition, they included the revised copies of earlier work.

I have decided that using personal experience along with the POWER writing strategy has helped my students gain confidence. This confidence has led to improved writing and learning.

■ The Future

Next year I will continue to use personal experiences for my students' topics. I would like to investigate additional writing strategies to supplement the POWER model. I believe the self-confidence gained by writing about personal experiences provides the foundation for learning to write about anything.

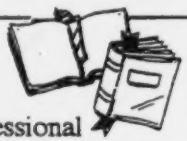
Also, I have enrolled in a writing class in order to improve my own writing and pursue an interest I have held for many years. I have always wanted to write for children, and I hope to one day publish a book. My writing instructor reinforced my belief in personal experiences when she wrote," You have had a lot of experiences in your life to draw on."

Origins of *The Sampler*

In December of 1997, the Center for Professional Development staff reviewed the individual Professional Development Plans that had been submitted. Five plans were selected based on their potential interest to other practitioners and by the description provided of the activities that would be involved in the plan.

The five practitioners were contacted, and all five agreed to participate in *The Sampler* project. They agreed to maintain a weekly journal or notebook documenting their efforts, to be interviewed, to attend a meeting in May to discuss their findings, and to write a final summary. They each received a small stipend for participating in this project.

Mary Campbell and Susan Holt included their e-mail addresses for anyone who might want to contact them. For further information about the other articles or about this publication, please contact Suzanne Trevvett at the Center for Professional Development, phone 1-800-283-0746 or by e-mail <edu3sbt@atlas.vcu.edu.> *The Sampler* is designed as a yearly tribute; therefore, we will be interested in soliciting more stories for next year. Please contact us if you are interested in sharing the story of your Professional Development Plan.



Each year adult educators throughout the state submit Professional Development Plans to their administrators who, in turn, send them to the Center for Professional Development. One use of these plans is to identify major areas of interest and inquiry. For example, this knowledge guides the acquisition of resources, leads to the establishment of networks, and serves as an indicator for the need for specific types of workshops. In 1996-97, the top ten learning objectives included (1) workplace, (2) assessment, (3) computers, (4) retention, (5) ESL speaking, (6) recruitment, (7) GED, (8) writing, (9) reading, and (10) the Internet.

Some participants have agreed to share the results of their Professional Development Plan efforts with other educators by sending them to the Center for Professional Development. These items are identified by topic, entered into our library system, and then added to our resource file. A print copy of the Resource File is available and may be obtained by calling 1-800-237-0178.

Editor's Note: The names of adult learners referenced in these stories are fictitious.

The Sampler was produced by the Center for Professional Development, Virginia Commonwealth University, Box 842020, Richmond, Virginia 23284-2020; telephone 804-828-2003 or 800-283-0746. Visit our Web site at http://www.vcu.edu/aelweb/

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Career Development Program Survey

Part A

This Professional Development Plan year, we have had a number of activities that were intended to help us:

- get to know each other a little bit better
- encourage sharing of the expertise among us
- import information from others when our collective knowledge did not suffice

Please consider these goals when answering the following questions about this year's activities. Your input will be used to plan for next year's career development program.

Rate each of the activities according to the following scale:

- \- (was not helpful)
- o (had minimal impact either way)
- \+ (was helpful)

1. Getting together several times throughout the year for paid inservices.
   \- o +
   Comment? _____
   _____
   _____

2. Having "free" time to talk with other teachers. - o +
   Comment? _____
   _____
   _____

3. Doing self-awareness activities (like Lion-Fox-St. Bernard). - o +
   Comment? _____
   _____
   _____

4. Having teachers give mini presentations of materials/activities that work for them. - o +
   Comment? _____
   _____
   _____

5. Doing a Professional Development Plan. - o +

Comment? _____
_____
_____

6. Offering the option to work on Professional Development Plans in a group.
- o +

Comment? _____
_____
_____

7. Having outside speakers. - o +

Comment? _____
_____
_____

8. Producing a Resource Notebook of Professional Development Plan results for each teacher. - o +

Comment? _____
_____
_____

9. Producing one complete Learning Disabilities Kit (the 3 notebooks) for each learning center. - o +

Comment? _____
_____
_____

PART B

Two inservice topics were suggested at the end of the year that we did not have the time or funds to pursue. Please indicate whether you would like to see them addressed next year. Please also suggest other kinds of topics that you would like to have addressed.

1. Myers/Briggs types and how they affect teaching style YES NO

Comment? _____

2. Quick assessment and activities for ESL students who may be coming to your classes YES NO

Comment? _____

3. Other _____

_____

4. Other _____

_____

5. Other _____

_____

PART C

Next year we will continue to add to our Resource Notebooks by duplicating results of everyone's Professional Development Plan. Please rank order the following approaches to doing Professional Development Plans for next year.

____ Have everyone do individual Professional Development Plans (as has been done in the past).

____ Have the option of group work on whatever topics people are interested in.

____ Have as many people as possible work on a single Professional Development Plan topics (i.e., teaching writing to adult learners). List topics you would be interested in having the group work on:

_____

_____

_____

____ Have individuals or groups choose topics from a predetermined cumulative list of topics.

PART D

What other kinds of professional development needs do you have which we can plan for next year?

_____

_____

_____

_____

PART E

The following information is being requested of you by the Center for Professional Development.

1. Would you attend the core Baseline Instructor Training (e.g., The Adult Learner) if it was held at a convenient location? If yes, what would be your preferred month for this training?

2. What topics would you like to see addressed at a statewide, in-depth professional development meeting next year?

3. What materials would you like to see the Resource Center (in Richmond) acquire for its library? (Give specific titles or topic areas.)

4. What are ways that the Adult Education and Literacy Center (in Richmond) can improve their services to better meet your needs?

Sample Memo Outlining PDP Options

To: Teachers, Coordinators & ABE Teachers who have not submitted a survey
From:
Re: Professional Development Plans
Date:

Annually, we are asked by the state to submit Professional Development Plans that highlight our inquiry goals for the year. Typically, individuals work alone on these plans. However, in order to support the collaborative learning that many of you have requested, this year we will experiment with a group alternative to the individual plan. You have the option of completing an individual Professional Development Plan OR doing a study group and developing a group professional development OR doing multiple plans, if you wish. As a result of our discussions with you and/or survey responses from you, the following options and support are available.

Option 1: Individual Professional Development Plans

To support your inquiry, your coordinator will give you an orientation packet on individual Professional Development Plans. Your coordinator would also be happy to meet with you to help you at any time throughout the process. Attached is a copy of the Professional Development Plan form as well as a copy of last year's inquiry questions (to give you an idea of questions, not to influence your choice).

In addition, you may use one of your annual three-hour in-services for inquiry-related work provided that you submit an initial plan and complete a short follow-up survey in the spring. Upon completion of the survey, you may submit your hours on your timesheet. Should you require resources for your inquiry (e.g. books, attending a workshop or conference, etc.), your coordinator can help you acquire the resources using state funds set aside for inquiry projects.

Option 2: Group Professional Development Plans

Based on your initial feedback, study groups will be site-based rather than program-wide. Staff at each site have the option of joining a study group (see attached survey sheet for study group topics). The topics selected represent overlaps between program development needs and learning interests that you have expressed. As a group member, you will:

* Attend meetings that the group schedules
* Participate in writing a group Professional Development Plan (attached)
* Support a peer facilitator who would facilitate meetings
* Spend time between meetings learning (together or individually)
* Report back at program meetings and in-services on group's work
* Participate in writing a very brief group report by May

To support your inquiry, your coordinator will give you an orientation packet regarding study groups and group Professional Development Plans. Your coordinator could also help you make arrangements for the initial meeting and assist with development of a plan and throughout the process. In addition, 3 hours of meeting time and 2 hours of individual study time will be paid upon completion of the group report. Should your group or individuals in your group require resources for your inquiry (e.g. books, attending a workshop or conference, etc.), your coordinator can help you acquire the resources using state funds that are set aside for inquiry projects.

Option 3: Multiple Plans

You may want to complete an individual plan and join a study group or complete the individual plans or join two study groups. We would be delighted if you do so. However, the program can only support you financially with Option 1 or 2 above. If you have questions about the options presented above, please see your coordinator.

Professional Development Plan Survey

Please complete the survey, detach it, and return it to your coordinator by ___. ABE teachers: If you have already submitted a survey to __, you do not need to submit this one as well.

Name: _____ Site: _____

____ I am interested in doing an individual Professional Development Plan. (Option 1)

____ I am interested in joining a study group. (Option 2)

If yes, please rate your top three areas of interest from 1-3 (1 being most interested):

____ *Technology*
____ *Reading (Teaching and Assessment)*
____ *Involving Learners in their Learning and Assessment*
____ *Equipped for the Future (EFF)**
____ *Project Based Learning and Assessment*
____ *Using the REEP Writing Rubric for Instructional Purposes and Progress Assessment*
____ *CASAS: Using results for instructional planning (CEC only)*

____ I am interested in doing multiple plans. (Option 3) If so, check all that apply above.

____ I am interested in being a study group facilitator.

There may be some overlap with other groups, particularly learner assessment groups.

How The Center For Professional Development Supports Professional Development Plans

- Recommends and orders books and other materials for individuals, study groups, and program libraries
- Networks individuals with similar interests
- Conducts library searches on particular topics
- Disseminates information about staff development opportunities
- Recommends practitioners for presentations; e.g. VAILL mini-sessions
- Identifies consultant and facilitators for meetings
- Provides training in Professional Development Plan facilitation
- Explores options and support needs with individuals who call our toll-free number
- Reimburses incidental expenses related to Professional Development Plans

4 Resources for Practitioners

Adult Literacy Practitioners as Researchers (Eric Digest, July 1994)

Inquiry and Action: Reflective Practice

ERIC Digest
July 1994 ED372663

Adult Literacy Practitioners as Researchers

by Cassie Drennon
Virginia Commonwealth University, Richmond, VA

In adult English as a second language (ESL) literacy education and staff development, practitioner inquiry has emerged as a powerful approach toward improving practice. A variety of activities occur under the umbrella of practitioner inquiry, all of which are grounded in the knowledge and questions held by practitioners (Fingeret and Cockley, 1992). Its characteristics intersect with those of other adult education concepts such as self-directed learning, reflective practice, learner-centeredness, and action research. Lytle, Belzer, and Reumann (1992, p.16) define inquiry as a "social and collaborative process" through which practitioners actually contribute new knowledge within programs and even to the larger adult education field.

This digest examines thinking that underlies practitioner inquiry, explains the phases of an inquiry process, and gives examples of projects. It concludes by identifying concerns with the approach and by suggesting changes that must take place if inquiry is to be viably implemented as a staff development process.

SOME UNDERLYING ASSUMPTIONS

Having traveled a long, circuitous path through the social sciences and K-12 education (see Holly, 1991 for an historical overview), practitioner inquiry has arrived relatively recently on the adult basic education (ABE) and ESL scenes. Proponents of practitioner inquiry in all fields of education tend to share the following views:

- The knowledge transmission model of staff development is insufficient. Although traditional workshops expose participants to new ideas and may renew enthusiasm for teaching, "there is little evidence that this approach works well and more reason to believe that it seldom leads to noticeable improvement or change in professional practice" (Osterman & Kottkamp, 1993, p. 33).

- Staff development should be consistent with what we know from cognitive science (Fingeret & Cockley, 1992); "Knowledge is useful only in so far as it enables persons to make sense of experience. It is gained from the inside" (Berlak & Berlak, 1981, cited in Osterman & Kottkamp, 1993, p.37).

- The voices of practitioners have been largely absent from the field of adult literacy education research, yet practitioners are uniquely positioned to provide an inside view of practice in adult literacy education (Lytle, Belzer, & Reumann, 1993).

THE PROCESS OF INQUIRY

A first step for those interested in inquiry might be to link with or establish a network among colleagues who share this vision. Inquiry can occur collaboratively between university and field practitioners or between practitioners and students. The participants in an inquiry project engage in the following activities:

- Reflecting on practice and identifying a problem, issue, question, or concern;
- Gathering information through observation; study groups; interviews; study of records, including student work; test scores; lesson plans; case studies; video and audio recordings of classroom life; professional reading; workshops and conferences;
- Studying the information gathered ‹ analyzing, interpreting or critiquing the information;
- Planning some action to be taken such as a new approach, strategy, or other intervention;
- Implementing the action plan;
- Monitoring and evaluating the changes that occur and judging the quality of the changes; and
- Sharing what has been learned through informal sessions with colleagues, facilitating workshops, or writing and publishing.

The process described here is action-oriented; that is, it is expected that some changes will be implemented as a result of the reflection and study. However, inquiry can occur without initiating specific changes; rather, it might involve examining present circumstances, exploring ideas, or developing one's own theory. Lytle, Belzer, and Reumann (1993) add that practitioner inquiry is not field-testing the ideas of others, nor is it simply implementing a new strategy that one is already convinced will work. Instead it is a process of generating ideas through reflection and examination of practice, and exploring the implications of those ideas within the practitioner's setting. Cockley (1993) provides a useful resource for practitioners interested in starting an inquiry project.

PRACTITIONER INQUIRY IN ACTION

A number of practitioner inquiry communities are developing around the nation. For example, Virginia adopted an inquiry-based staff development system for adult educators in 1993. Throughout the state, groups of practitioners develop inquiry projects with the guidance of locally trained staff development facilitators. The Virginia Adult Educators' Research Network promotes and supports inquiry by organizing study groups; by training practitioners to review literature, conduct interviews, or analyze data; and by publishing practitioner research reports. Hundreds of practitioners in Virginia are exploring a broad range of questions such as "What are the factors that contribute to social bonding among ESL students, and what is the relationship between social bonding and student retention?" and "What happens when I use dialogue journals with inmates in my detention center literacy class?"

In Rhode Island, a group of ESL teachers were dissatisfied with tests available to measure learner progress. They initiated an action research process to address, among other things, ways to help learners see their own gains in literacy (Isserlis, 1990). Their research efforts resulted in the development of an evaluation grid through which learning and change can be meaningfully gauged.

In Philadelphia, practitioners from a number of adult literacy agencies are participating in the Adult Literacy Practitioner Inquiry Project (ALPIP). As a field/university community of practitioner-researchers, the group's purpose is to simultaneously implement and investigate inquiry-based staff development (Lytle, Belzer, & Reumann, 1993). During biweekly seminars

teachers, volunteers, and administrators discuss adult literacy education research as it relates to their own inquiry projects. Some research questions being pursued through the ALPIP project are, "What happens when I facilitate collaborative writing workshops in my classroom?" and "What happens when I use African American literature rather than life skills or job-related reading materials to teach various concepts?"

CHALLENGES TO INQUIRY

A number of practical concerns have been cited by practitioners implementing inquiry-based approaches. They include:

- Time -- Although we speak of inquiry as an activity embedded in, rather than added on to practice, many claim that time must be built into practitioners' schedules if they are to engage in reflection, meet with colleagues, study the literature and research of the field, analyze data, and document classroom activity.

- Trust -- Historically, teaching has been conducted largely in private. If practitioners are to be expected to make public the problematic aspects of their work lives, the culture of the education programs must change to invite greater levels of trust among teachers and between teachers and administrators.

- Support -- If inquiry is to inspire program-level innovation, support for the process and its outcomes must be clearly articulated and sustained by program administrators. Support includes not only exhibiting genuine interest and providing ongoing encouragement, but also being willing to adopt new ideas.

- Expectations -- Some practitioners enter into the inquiry process with great expectations for bringing about significant, often long-awaited changes only to find that policies in the larger system constrain particular innovations. (Testing and assessment is one such area.) If practitioner inquiry does not provide an impetus for policy-level changes, it may serve to further discourage some already disenfranchised workers.

THE PROMISE OF PRACTITIONER INQUIRY

Practitioner inquiry has significant positive benefits that make it worthwhile to take on the challenges it poses. For example, Goswami and Stillman (1987) describe what happens to teachers when they conduct research:

- Their teaching is transformed in important ways: They become theorists‹articulating their intentions, testing their assumptions, and connecting theory with practice.

- They increase their use of resources, form networks, and become more active professionally.

- They become rich resources for the profession by providing information not previously available.

- They become critical, responsive readers and users of current research, less apt to accept uncritically others' theories, less vulnerable to fads, and more authoritative in their assessment of curricula, methods, and materials.

- They collaborate with their students to answer questions important to both teachers and students, drawing on community resources in new and unexpected ways.

Practitioner inquiry does not replace traditional staff development methods. However, it requires participants to interact in nontraditional ways with knowledge, resources, colleagues and programs (Drennon, 1993). Fitting inquiry into existing staff development structures is problematic. Educational work environments will have to be redesigned to accommodate the kinds of collaboration and collegiality that an inquiry approach demands. Further, the culture of the education workplace must adopt a stance that legitimizes practitioners as both researchers and reformers. In short, successful implementation within systems requires commitment on the part of all stakeholders to a set of values and beliefs honoring the vitality of practitioners as knowledge makers within the system.

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Inquiry and Action: Reflective Practice

Adult Education Centers for Professional Development

What is "Reflection"?

Think about the students you taught today. What worked? What didn't work so well? Why? Did you try anything new? What were your students' reactions? Would you try it again? If so, what would you do differently? This is reflective thinking and an effective form of reflective practice.

Specifically, reflection is *taking the time to think through and analyze our past performance I order to improve our future performance*. In retrospect, we can see the consequences of our behavior, teaching techniques and interaction with students. We can determine what was effective and what was not. Then, we can go one step further, which is the crucial step, and conceptualize ways to improve in the future.

Practicing Reflection

Reflection can take several different forms; but it is very adaptable. Each of the ideas below can be altered to suit individual needs:

- Take 5 minutes at the end of each class. Think through or write down reflections on that class and what happened. Record observations, student reactions, and any questions you may have or want to research. What can you do to improve the next class?

- Take 15 minutes at the end of each day to reflect in through, or to write down ideas in a log or journal. Record the same types of ideas mentioned in the 5-mintue method. Question every aspect of teaching. This end of the day approach revitalizes an educator to take on a new day, open to new ideas in the profession.

- Find a "mentor." Write brief notes in a loose-leaf notebook or journal and, on a regular basis, let that person read your notes and make comments. He/she should be able to interact with journalist's writing in three ways: 1) With Vision. The mentor should have the ability to see where the writer is going professionally and help make that vision clear. 2) With Challenge. The mentor should have the ability to push the journalist to new ways of thinking and understanding. 3) With Support. The mentor should have the ability to give positive feedback and express belief in the journalist's ability to achieve and grow as an educator.

- Seek our knowledgeable peers in order to discuss, question and analyze performance. Some authors have suggested forming small groups in which members can reflect on each other's questions. One proven value of the small group approach is that assumptions we hold as educators can be scrutinized, sometimes for the first time. We may discover those assumptions are actually groundless. It is then that we can rethink those assumptions previously held as unquestionable and open ourselves up to approaches and research that will move us forward.

The Benefits

In today's very complicated, fast paced lifestyle, it is extremely difficult to carve out time for one more task. But practitioners exhort us to make the time for some type of reflection because the benefits received are far-reaching and may not be attained in any other way. For instance:

- Reflection takes unconscious behavior and brings it to consciousness, then asks, "how can I do this better next time?" It converts insightful thoughts to action that may have never been realized otherwise.

- Reflection helps us break habits; it helps us change the way we do things. It can change the way we see our practice, and ourselves as educators.

- Reflection is risk-free. NO one can see our journal (or hear our thoughts) without our permission. Emotions, opinions, questions and ideas can all be stated and explored with no hindrances. In this environment, we are more likely to discover or devise new approaches that otherwise would not have been considered.

- Reflection can turn teacher into "teacher-researcher." The educator is, in fact, researching his or her own work. In this role, one takes ownership for solving problems and for personal development and learning.

In summary, reflection takes time and work, but pursued thoughtful and consistently, it can be a powerful tool for improving ourselves as educators.

For More Info About Reflective Practice

- Miller, Janet L., (1990) Creating Spaces and Finding Voices: Teachers Collaborating for Empowerment. State University of New York Press, New York.

- Schon, D.A. (1983). The Reflective Practitioner. New York: Basic Books.

- The Adult Learner (1992). 3 (entire issue).

This report on reflection was prepared by Susan Holt. Susan is an ABE teacher at the Adult Career Development Center in Richmond, Virginia, and a teacher researcher through the Virginia Adult Educators' Research Network. She is currently researching the impact of reflective journal writing on adult educators and their practice.

End Note

Virginia's staff development system, with its emphasis on "inquiry," invites you, the practitioner, to develop your own professional development learning projects. In an inquiry based staff development system, you can use a wide range of strategies such as reflection, study groups, peer coaching, professional exchanges, case studies, and more, to pursue answers to questions that you face when teaching. Not all, but many of the problems we face as adult education practitioners simply cannot be addressed through inservice workshops or conferences. Rarely do we find a "trainer" who has experienced exactly what we are facing in our classrooms. Sometimes we're faced with issues for which no answer has yet been discovered.

You can actively participate in the development of new knowledge by asking new questions and seeking answers to those questions by using your daily experience, your students, and your colleagues as key resources.

Virginia's new staff development system supports you in this effort. Reports such as this one are one of the many ways we hope to provide you some assistance.

For more information about staff development opportunities in Virginia *contact The Virginia Adult Education & Literacy Centers 1-800-237-0178.*

5 Supporting Practitioners and Sharing Learning

Ways to Support Practitioners and Share Learning

Virginia Adult Education Professional Development Components

Sample Flyer: Sharing Workshop

Talking to colleagues about what we do unravels the shroud of silence in which our practice is wrapped... Just knowing we are not alone in our struggles is profoundly reassuring. Although critical reflection often begins alone, it is ultimately a collective endeavor.

(Brookfield, *Becoming a Critically Reflective Teacher*, pp. 35-36.)

Ways to Support Practitioners and Share Learning

Introduction

After the PDPs have been completed and mailed the CPD, is your job as a facilitator finished? Probably not. The Professional Development Plan is after all just a written intention of learning. If there is no follow-up, participants may justifiably feel that their work is not valued. Equally important, the program and adult education field will not benefit from the knowledge gained by the participant, if that participant has no opportunity to voice his/her experience and learning. Thus, it is important to provide both ongoing support and opportunities for practitioners to share their learning.

Facilitators and programs support learning in various ways. The most frequently mentioned and desired was paid time to meet and share ideas. These can occur as part of team meetings, staff meetings, or study groups.

Lead teachers and Specialists often check with practitioners during regularly scheduled classroom visits. Other facilitators periodically send a note to remind practitioners about their plans.

There is a fine line here between showing interest and being intrusive. It is important for facilitators to provide support when needed; however, it is just as important to refrain when help is not needed. Several facilitators commented that they do not have time to follow up with each participant. A reminder letter is used to keep in touch.

Regardless of the interim support methods used, finding ways to share the learning is an integral part of the PDP process. Whether this is done formally or informally, it invariably leads to the generation of more ideas and further reflection by all participants. Practitioners often intentionally set out further down the path of discovery as a result of conversations with colleagues.

An exciting outcome of the PDP process is the increase in opportunities for practitioners to share their expertise and thus strengthen the knowledge base of the field. This can be done through the established avenues of professional development. These include writing an article **for Progress Newsletter**, presenting a **mini-session at the VAILL Conferences**, presenting at the CPD sponsored **SOAR (Sharing Outcomes and Recognition) Conference**, and completing and publishing a **research project with the Research Network**.

In addition, creative ideas for sharing have sprouted from within programs. This section includes a flyer for a workshop entitled **Share the Wealth.** Remember, CPD does not require a written summary to document learning. However, local programs occasionally choose to compile written summaries as a way to share information within the program. Also, CPD welcomes reports, kits, and other products practitioners are

willing to share. These items are added to the resource file and made available on a loan basis through the Resource Center.

Listed below are tips for supporting practitioners and sharing learning. This listing is a compilation of suggestions and recommendations made at the Specialists/Program Planners' Meeting in Luray, Virginia in June 1993 and 1994 and at the Facilitators' Meeting in Richmond, Virginia in August of 1997.

Tips for Supporting Practitioners and Sharing Learning

1. Brainstorm ideas about ways and times PDP participants can get together on a regular basis.

2. Hold periodic meetings to share progress, barriers, and solutions. Ask participants how often they would like to give progress updates.

3. Find innovative ways to remind practitioners of their timelines and commitments. A buddy system or small support group are possibilities.

4. Form study groups to read literature on specific topics recurring in PDPs.

5. Make sure everyone knows about the functions and benefits of the Virginia Adult Education & Literacy Centers, the Research Network, Progress Newsletter, VAILL and VAACE Conferences so that full advantage is taken of these resources.

6. Compile a list of conferences, institutes, and workshops on relevant topics.

7. Coordinate site visits as requested.

8. Think of new ways to create networks of learners, e.g. electronic linkages.

9. Keep participants' learning objectives on a chart that includes their names, addresses, and phone numbers for easy reference.

10. Consider ways the program can support group and individual PDPs.

11. Create a talent bank within the group so that people can support one another. One way to start this is the pass around the PDPs with an index card attached. Individuals can sign their names to the cards and state how they can assist the participant with her learning objective. Another possibility is to ask each individual to list on an index card their talents and areas of expertise along with their name and address. These could be compiled and distributed to staff.

12. When following up with participants, refer to specific planned activities. Don't say, "How is your plan coming along?" Rather, ask, "How do your students seem to be reacting to the math manipulatives?"

13. Team practitioners with similar interests (at follow-up meetings).

14. Share newsletters, journal articles and your own ideas with practitioners. Let practitioners know you are both aware and supportive of their projects.

15. To support a plan, we need to understand the background of a teacher's situation and their intent.

16. Use the Year End Evaluative Staff Meeting to share successes and launch ideas for next year's PDPs.

17. Create an informal newsletter for sharing experiences, questions, and successes with each other.

18. Use bulletin boards to share information.

19. Plan a local workshop featuring local practitioners presenting their learning experiences.

20. Create a Resource Directory containing summaries of PDPs.

Virginia Adult Education Professional Development Components

(See our Web site http://www.vcu.edu/aelweb/ for more information on each project.)

Project	Contact Information
Virginia Adult Education and Literacy Centers **The Center for Professional Development** is the hub of a statewide system that provides support and assistance for Professional Development Plans. It develops and implements professional development opportunities for teachers, private literacy providers and program managers through Inquiry-Based Professional Development, Baseline Instructor Training, Volunteer Literacy Provider Training, Management Development, and Regional Workshops. **The Resource Center** operates a specialized lending library and clearinghouse of Adult Education and Literacy materials, an information hotline, a Web site, a Listserv (VAELN) and provides training in the use of the Center's materials and services.	Virginia Commonwealth University 4080 Oliver Hall, Box 842020 1015 W. Main St. Richmond VA 23284-2020 WWW http://www.vcu.edu/aelweb/ 1-800-237-0178 Director: Susan Joyner sjoyner@saturn.vcu.edu **Center for Professional Development** Virginia Commonwealth University Room 4083 Oliver Hall (804)828-2003 Fax (804) 828-2001 **Resource Center** Virginia Commonwealth University Room 4080 Oliver Hall (804)828-6521 Fax (804)828-6521
The *Progress* Newsletter Published quarterly and free to subscribers, this is the newsletter for adult education and literacy practitioners to submit articles, disseminate news, and discuss issues related to our field.	Jane Swing, editor Radford University P.O. Box 6917 Radford VA 24142 (540) 831-6207 jswing@runet.edu
The Virginia Adult Institutes for Lifelong Learning (VAILL) Each three-day summer institute offers workshops, exhibits, social/cultural events and the opportunity to share and network with colleagues. A nominal activity fee (currently $10) is charged to in-state participants. • Southeast VAILL at Virginia State University, Petersburg • Southwest VAILL at Radford University, Radford • ESL VAILL at Marymount University, Arlington	**SE VAILL** Wayne Virag P.O. Box 9402 Petersburg VA 23806 (804) 524-5377 Fax (804) 524-5104 wvirag@vsu.edu **SW VAILL** Jane Swing (see above) **ESL VAILL** Carolyn Harding Marshall High School, Room 100 7731 Leesburg Pike Falls Church VA 22043 (703) 714-5560 Fax (703) 714-5589 charding@juno.com

Virginia Adult Education Research Network The Virginia Adult Education Research Network provides funding and support to practitioners who want to use research as a tool to improve teaching and learning in adult literacy education and to better understand the relationships between practice and theory. This inquiry-based approach to staff development provides the practical skills, the encouragement and the structure needed to successfully carry out data-based learning projects. Stipends are available to support individual and collaborative inquiry projects.	c/o Arlington Education and Employment Program Ronna Spacone, Project Coordinator 2801 Clarendon Boulevard, Room 218 Arlington VA 22201-2868 Fax (703) 527-6966 Phone (703) 228-8024 Toll Free 1-877-832-2327 rspacone@arlington.k12.va.us
The Workforce Improvement Network (WIN) WIN facilitates the professional development of adult education providers and increases their capacity to provide educational solutions to business problems. Through the CPD, WIN offers several customized workshops.	Diane Foucar-Szocki Workforce Improvement Network James Madison University-MSC 6701 One Buckingham Place Harrisonburg VA 22807 (540) 568-2930 or (888) 637-8494 Fax (540) 568-2933 foucardl@jmu.edu http://www.jmu.edu.contined/win/win/html
Project Software Project Software field tests and evaluates adult education software to identify programs that are effective and that enhance learning. The project distributes this information through individual evaluations of computer software and through the **Technology and Resource Directory for Adult Educators**. Call for technical assistance by phone or to schedule a site visit. Customized computer training workshops are also available.	Kit Bieschke-Baker Washington Co. Adult Skill Center 848 Thompson Drive Abingdon VA 24210 (540) 676-1996 Fax (540) 676-1999 kit@naxs.com

Sample Flyer—Sharing Workshop

A Celebration of Learning in Planning District 10

Join adult educators for a lively conversation about their learning paths and discoveries. Find ways to connect their experiences to your practice. Gather ideas for your next learning project. Here's a sampling of what's on our minds…

- **Finding Meaningful Activities for a Multi-level Class**
- **What are Effective Approaches to Teaching Writing and Preparing for the GED Essay?**
- **Using Relevant Spelling Lists to Improve Spelling, Reading, and Self -Esteem**
- **Strategies and Resources for Teaching Students with Pronounced Physical Disabilities**
- **Using Scrabble with Senior Citizens**
- **What Successful Strategies are Available for Adults Who Have Difficulty with Comprehension?**
- **Using Dialogue Journals with Students who are Reluctant Writers**

Special Guest: Mary Beth Bingman, Tennessee Center for Literacy Studies, will discuss her current interests.

When: Friday, April 3, 1998, 10:00 AM-3:00 PM. Lunch provided by the Center for Professional Development.

Where: Albemarle Resource Center, 1200 Forest St., Charlottesville

Register: Call Susan Erno, Adult Education Specialist at 804 972-4073 or email erno@esinet.net to reserve a space and lunch.

Appendix A

Professional Development Plan Forms

Professional Development Plan

Please print

Name:_____
Home Address:_____
Work Address:_____
Home phone:_____ Work phone:_____ E-mail:_____

1. What am I going to learn? What questions will I pursue? (*Objectives*)

2. How am I going to learn it? (*Resources and Strategies*)

Resources *Strategies*

3. How will I document or demonstrate my learning? (*Evidence of Progress*)

4. What standards will I use to evaluate my learning? (*Criteria for Evaluating Evidence*)

5. Target dates throughout my learning, including plans for sharing (*Time line*)

The primary focus of my plan is (circle one) ABE ESL GED Adult high school
Family Literacy Corrections Other (please specify)_____

I give my permission for my __ work address/phone, __ home address/phone, __ e-mail address to be shared with other adult education practitioners.

Signature and Date_____

Facilitator's Signature and Date_____

Program Information

Name of Program Administrator_____
Program Name _____
Mailing Address_____
Phone Number_____

Suggested Professional Development Plan Resources, Strategies, Documentation, and Evaluation Activities

The following groupings contain suggestions related to Professional Development Plan resources, strategies, documentation/demonstration of learning, and evaluation of learning. These are merely a sampling of suggestions and are in no way meant to be inclusive or restrictive.

Possible Resources

Colleagues
Lead Teacher
Local resource center
Internet
Self-developed survey
Journal articles
Resource Teacher
Facilitator
Learners (observation, interview)
Library
ERIC
Virginia Adult Education & Literacy Resource Center
Virginia Adult Educators' Research Network

Possible Strategies

Attending workshop/conference
Interviewing
Observing another teacher
Reading a book, journal, ERIC Digest
Keeping a journal
Introducing a change & tracking results
Attending a class
Conducting a survey
Observing class interaction/behavior
Visiting another program/site
Watching video
Developing & implementing a new plan

Possible methods of documentation/demonstration

Journal entries
Article for newsletter/Progress
Short report
Workshop presentation
Notes on feedback from learners, others
Sharing at year-end meetings
Reflective teaching notes
Handout
Mini session at VAILL or other conference
Collection of lesson/teaching ideas to share
Samples of learners' work

Possible methods of evaluating learning

Learner response
Objective met to individual's satisfaction
Reflection on changes
Changes in learner performance
Analysis of information collected/observed
Collaboration with colleagues

Professional Development Plan

Your plan may be accomplished individually or in collaboration with others. Please check the appropriate box. If a collaborative plan, be sure to include all people in your group.

_____ Individual _____ Collaborative

Name:	Mailing Address:	E-Mail Address:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The primary focus of this plan is (circle one)
ABE ESL GED Family Literacy Corrections
Adult high school Other _____ (please specify)

1. What am I (are we) going to learn? What question(s) will I (we) pursue?

2. How am I (are we) going to learn it? (Resources and Strategies)

Resources Strategies

3. How will I (we) document or demonstrate my (our) learning? (Evidence of Progress)

4. What standards will I (we) use to evaluate my (our) learning? (Criteria for evaluating evidence)

5. Target Dates throughout my (our) learning process. (Time Schedule)

We give our permission for our __ work address/phone, __ home address/phone, __ e-mail address to be shared with other adult education practitioners.
Signature(s) and Date:

Facilitator's Signature and Date:

PROGRAM INFORMATION
Administrator Name:
Program Name:

Mailing Address:

Phone Number: *FAX:*

Appendix B

Professional Development Plan Workshops

Professional Development Plan Development Session
Facilitator's Guide

Introduction

The purpose of the ***professional development plan development session*** is to have groups of practitioners from the same program or region come together to plan their professional development. The end-product of the session is a completed, signed professional development plan form from each practitioner. The ideal professional development plan shows a clear connection with the realities of the practice. The plan provides for ongoing learning (for example, by keeping a journal,) throughout the planning period. Good professional development plans show that each practitioner has considered a wide range of ways to learn and strategies for gathering information for his/ her project. They also describe evidence for learning and criteria for evaluating learning which clearly relate to the original objectives. Finally, a realistic timeline is essential for a professional development plan to be successful.

As the facilitator of a professional development plan session, you may find that some aspects of the process are unlike procedures for inservice meetings and workshops. First, the planning process builds in time for practitioners to ***reflect*** and consider a large number of possibilities and choices. The stages of the process which particularly encourage reflection are headed "divergent thinking" and direct practitioners to write in notebooks or journals. Secondly, the process has practitioners, in pairs or small groups, ***collaborate*** to help each other choose among the possibilities they have chosen. The stages of the process which particularly encourage collaboration are headed "convergent thinking." By attending to both aspects of the session, practitioners are supported in writing plans that are true to the inner vision and learning style of each individual and yet build community in your program.

Conditions for successful professional development plan sessions

- Prepare participants for the sessions by sharing information about inquiry-based approaches in advance.
- Promote continuity by scheduling the professional development plan session early in the school year and making professional development plans the starting point for all your staff development planning.
- Allow plenty of time for the session.
- Involve everyone in the session.
- Build a learning community by having practitioners write their plans together.
- Encourage the spirit of inquiry: Ask, "How can you find this out?" rather than, "Let me fix this problem for you."
- Plan for follow up and support.

Professional Development Plan Development Session

Prior to the session you may wish to send out information introducing the concept of inquiry-based staff development, and the professional development plan form for participants to review. Encourage people to be thinking about their own professional development and what they would like to learn or be able to do better. Also, invite people to call and talk to you and to one another before the professional development session takes place.

SESSION OBJECTIVES (Present objectives to participants; see handout, p. B.9).

- To get to know one another better
- To introduce the philosophy, beliefs, and assumptions underlying the Virginia staff development plan
- To be facilitated through developing an individual learning plan
- To have a meaningful, workable learning plan
- To develop a community of learners who will support one another throughout the learning process

INTRODUCTION
10-20 minutes: Set the Tone

Brief statement of purpose

As you know, work in groups needs to be established by setting the tone. Whether a group is familiar with one another or new to one another or a combination, each time the group gathers, guidance is needed on why they are together and what is expected. This often works best if it is done after people have an opportunity to interact with one another. Start with some sort of icebreaker—linked to the purpose of the gathering, to get people comfortable. Call the Center for Professional Development for suggested icebreakers.

- Get acquainted exercise, directed at knowing one another as people, not just professionals.
- Housekeeping details, i.e., restrooms, breaks, time frame, reimbursements, etc.
- Return to statement of purpose, provide overview of activities and objectives.
  Try to state purposes in a positive way. If you find yourself taking too long (more than 10 minutes) or engaging in extensive question and answer, you may want to encourage people to ask additional questions at the break or talk to one another as the session proceeds.

SECTION I

30 minutes: What questions will I pursue? What am I going to learn?

*Provide people with a journal or several sheets of paper to use as they develop their objectives. The purpose of the next 10 minutes or so is to generate and write down a large number of potential learning objectives to choose from. Encourage participants to write down everything that comes to mind, regardless of its apparent relevance. They will have the opportunity to select and refine their thinking later. Read "**Where do questions come from**" to set the stage for their thinking (see p. B.10).*

DIVERGENT STAGE OF THINKING

1. Ask participants to reflect on their practice and what they would like to do better or learn more about. Have them jot down those. Ask the following trigger questions, encouraging participants to write down whatever comes to mind. See "Questions for Parts 1 and 2 of the PDP form", p. B.11.
    - List some successes, things you are proud of
    - Think of trouble spots, contradictions, concerns or intriguing aspects of your practice; jot them down
    - Think of things that make you ask "why?"
    - What would you like to be able to do better?
    - What are you curious about?
    - What would you like to have better organized?
    - What's been bugging you in your professional situation?
    - What might be different this year in your professional environment?
    - What might you need to know, do, or understand in order to address this change/difference in your setting?
    - Who might you be working with?
    - What might this years learners/administrators/peers present for you as potential learning objectives?
    - What opportunities would you like to take advantage of?
    - What might you need to learn/do better in order to take advantage of these opportunities?
    - What else would you like to accomplish in your professional setting?
    - What program improvements would you like to see?
    - What might you learn that could contribute to overall program improvement?

CONVERGENT STAGE OF THINKING

2. Now, reviewing the list of items you have generated, check off those which are
    - most pressing
    - most important
    - you most want to attain, achieve, or address
    - you really need to follow through on
3. Get into groups of 3-4 and share the learning objectives you've marked.

4. Now, working individually once again, from those you have checked, select one or two that you would like to continue to work on and develop further. Before proceeding with these one or two, check the degree of **OWNERSHIP** you have over your learning objectives:
    - Is this something where you can have **INFLUENCE** over the outcome? Can you make the decisions regarding this?
    - Do you have sufficient **INTEREST** in this to spend the time required to be successful?
    - Is this something that captures your **IMAGINATION** where you might pursue new or novel approaches to your work?
    - Is there enough **TIME** in your life this year for you to follow through successfully?

5. In 12-20 words write your learning objective(s) on the first section of the learning plan form (see p. A.2). Express your objectives in general terms that focus on your desired outcome. Start with words such as... "I would like to be able to..." or "I would like to learn to..." or questions such as: "What is the role of...?" or " how do...?" or "What procedures...?" or "What happens when...?"

Spot check understanding by asking one or two participants to read their objective(s)or question(s) to the whole group.

Section II

20 minutes: How am I going to learn it?

DIVERGENT STAGE OF THINKING

1. Consider the following questions for each of your earning objectives. Jot down your thoughts on a separate sheet of paper or in your journal.
    - What information do you need—would you like?
    - What questions might need to be answered?
    - What work have you done in this area in the past?
    - How have others attempted to address this issue?
    - What other sources of information might be available?
    - Who might you talk to about this objective?
    - Who might help answer your questions—locally, statewide, nationally?
    - Where might answers to your key questions be obtained?
    - What activities might assist you in achieving this objective?

2. Review the list of sample resources and strategies (see p. B.12) including local or regional resources and the suggested "Staff Development Activities" (see pp. B.18-20). Check any of those that might prove useful for addressing your learning objective(s).

CONVERGENT STAGE OF THINKING

3. Focus again on your learning objectives, then mark any strategy or resource that seems particularly useful, accessible, and relevant for you in pursuing these objectives.

4. Review the items marked and list below the strategies you think you will use and the order in which they might occur, if order is important. Some may occur simultaneously.

5. Now list the resources and strategies you intend to use to achieve those objectives in the second section of the planning form

6. Share your learning objective(s) and the strategies you've selected with one other person. You and this person will share your work at the conclusion of each of the next steps of the process.

Spot check understanding by having one or two participants read their resources and strategies to the whole group.

10-15 minute Break

Section III
20 minutes: How will I document or demonstrate my learning?

DIVERGENT STAGE OF THINKING

1. Questions:

What might you produce to show progress toward your learning objective?
In what ways will you document your evidence of accomplishment?
How will you make your learning tangible for others to gain from?
What else might you do?
Who might be interested in your learning?
In what ways might you share your learning with them?
Where might your learning make a difference?
How might you get it there?
How will you put your learning into practice?

2. Share your thinking with your partner and gather ideas from one another that might be appropriate to your objective(s).

CONVERGENT STAGE OF THINKING

3. Select the most **VALID, APPROPRIATE, AND INTERESTING** ideas. Select as many as seem **FEASIBLE** or **NECESSARY**.

4. Transfer them to part III of the planning form.

Section IV
20 minutes: What standards will I use, etc.

Questions
What will it take for you to be personally satisfied that your learning plan was successful? How might your evidence be judged? Against what standards? Who will do the judging?

1. Review the list of criteria, the answers to the trigger questions and the sample learning plans. Now close your eyes and imagine your evidence of accomplishment. See it completed to a level and standard that is acceptable to yourself. Describe that completed product and the standards of judgment. What words are you using? When you have a complete picture and a list of 4 to 5 words, open your eyes and write down your thoughts.

2. Share you evidence and criteria with your partner. Provide one another feedback.

3. Select the criteria and means of validating evidence that is most appropriate to you learning objective(s).

4. Transfer your selected items to part IV of the planning form.

Section V
10 minutes: Time schedule

Think about how long this learning activity may take. List the major activities you will have to undertake. Look at a calendar and mark potential key target dates. Transfer these dates to the planning form.

30 minutes: Peer group review and norming

Create groups of 4-5 people. These should be people who are interested in, but unfamiliar with your learning plan. You should try to find people that you have not worked with yet this session. Each of you will share your plans with one another. Each person will have 5 minutes to share their entire plan and receive feedback. While you are

sharing consider the questions on the handout " Questions to consider when Reviewing Each Other's Professional Development Plans" (see p. B.13).

- Are there other objectives that might be considered?
- Do the learning strategies seem reasonable, appropriate, and efficient? Help one another consider other strategies or resources that would be appropriate.
- Does the evidence seem relevant to the various objectives? Is it convincing? Would it convince you? Help one another consider other evidence, if appropriate.
- Are the criteria and means of validating the evidence clear, relevant, and convincing? Help one another consider other ways to validate the evidence.
- Does the time schedule seem reasonable, feasible, and complete? Help one another consider other alternatives, if appropriate

Wrap up

20 minutes: Transfer ideas to learning plan form and review reimbursement procedures. [See Appendix C.]

Professional Development Plan
Workshop Planning Session

Session Objectives:

- To get to know each other better
- To introduce the philosophy, beliefs, and assumptions underlying the Virginia staff development plan
- To be facilitated through developing an individual professional development plan
- To leave with a meaningful, workable professional development plan
- To develop a community of learners who will support each other throughout the school year

Where Do Questions Come From?

- from observation of persistent learner behavior
- from listening to adult learners talk
- from curiosity about own expertise
- from colleagues talking informally to one another

QUESTIONS FOR PART I OF THE PDP FORM

- List successes and things you do well
- Think of trouble spots, contradictions, concerns, intriguing aspects of your work
- Think of things that make you ask "why?"
- What would you like to be able to do better?
- What are you curious about?
- What would you like to have better organized?
- What's been bugging you in your professional situation?
- What is different about your assignment this year? What level are you teaching? Who are you working with?
- What might this year's students/administrators/peers present for you as potential learning objectives?
- What opportunities would you like to take advantage of?
- What else would you like to accomplish in your professional setting?
- What program improvements would you like to see?
- What might you learn that could contribute to overall program improvement?

QUESTIONS FOR PART II OF THE PDP FORM

- What information do you need . . . would you like?
- What questions might need to be answered?
- What work have you done in this area in the past?
- How have others attempted to address this issue?
- How might you find out what others have done?
- What other sources of information might be available?
- Who might you talk to about this objective?
- Who might help answer your questions?
- Where might answers to your key questions be obtained?
- What activities might assist you in achieving this/these objective(s)?

Sample Learning Resources and Strategies

Resources

Adult Students
Peers/Colleagues
Administrator
Regional Specialist
Content Expert
State Department Personnel
Books
Journal and Magazine articles
Other Printed Materials
Audiotapes
Films/Videotapes
Computer Programs
Programmed Instruction
Case Study Materials
Games/Simulations
Skill Practice Exercises
Photographs
Records/Data
Television Programs
Teleconferences
Electronic Network
Newsletter Articles
Professional Organizations
Summer Institutes
Research Network
Resource Center
Center for Professional Development
Colleges and Universities
Professional Meetings
Regional Literacy Coordinating Committee
Related Agencies and Institutions

Strategies

Taking a College Course
Reading
Writing Literature Reviews
Writing Book Reviews
Writing Reflection Papers
Writing Research Papers
Conducting Action Research
Journal Writing
Writing Newsletter or Journal Articles
Observing Colleagues
Team Teaching
Peer Coaching
Visiting other Programs/Sites
Developing Curriculum Materials
Developing Simulations/ Role Plays
Developing a Resource Handbook
Preparing a Case Study Analysis
Collecting Data
Developing an Audiovisual Presentation
Conducting Focus Groups
Conducting Interviews
Conducting a Game/Role Play/Simulation
Participating in a Workshop/Seminar
Participating in Sharing Sessions
Participating in Book Discussions Groups
Participating in a Study Group
Participating on a Committee
Preparing and Presenting Workshops
Mentoring a Colleague

Questions To Consider When Reviewing Each Other's Professional Development Plans

- Are the learning objectives clear, understandable, and realistic? Do they effectively describe what you propose to learn?
- Are there other objectives that might be considered?
- Do the learning strategies seem reasonable, appropriate and efficient? Help one another consider other strategies or resources that would be appropriate.
- Does the evidence seem relevant to the various objectives? Is it convincing? Would it convince you? Help one another consider other evidence, if appropriate.
- Are the criteria and means of validating the evidence clear, relevant, and convincing? Help one another consider other ways to validate the evidence.
- Does the time schedule seem reasonable, feasible, and complete? Help one another consider other alternatives, if appropriate.
- Ask any additional questions that come to mind which you think will help your colleague achieve his/her objectives.

Alternative Professional Development Plan Workshop

Welcome and Introductions (10 minutes)

Review Goal and Objectives (5 minutes)

Goal:
Everyone will leave with a meaningful, workable professional development plan.

Objectives:
- To get to know one another better
- To develop a professional development plan with assistance from experienced peers.
- To link professional development to program goals

Link Professional Development to Program Development and Provide Background in Inquiry Process (5 minutes)

The ultimate goal of both *Program* Development and *Professional* Development is improved learner outcomes. The best professional development plans are found at the interface of program and practitioner needs. For example, a program goal of improved retention might lead to a group professional development plan examining the ways new learners are introduced to the program; another individual might be interested in creative marketing; and still another group might choose to pursue curriculum development.

The philosophy of inquiry is one of ownership for one's learning. We are generators of knowledge as well as consumers. By pursuing our own questions and interests, we become creators of our own opportunities and collaborators in the process of meeting our own learning needs.

The Importance of Reflecting on what you do every day.

Hummingbird story. A hummingbird is trying desperately to get out of a condominium. It is hitting its head on the skylight over and over and over again. It works harder and harder; yet nothing changes. A few feet below the hummingbird is a sliding glass door that is wide open-- the hummingbird doesn't see this. Rather it continues to hit its head against the sky light. Solutions to our questions may not be so clear or so close as the hummingbird's. Yet, if we take the time to question, observe, and reflect on where we are, what we are doing, and why we are doing a given activity, we may find our own open window. Observation is the beginning of learning for many. For example, [cite a local successful project.]

Often there is a mismatch between what you know or expect to happen and what you see; this is the opportunity for learning.

Create Knowledge/Share Knowledge
It is extremely important that you share what you learn with others--locally, regionally, state wide, and nationally. For example, A PEMS teacher initially chose to visit other teachers in a PEMS program and share successful teaching strategies. She went on to do presentations at VAILL to network further and share strategies. Her PDP and subsequent learning reached beyond her personal learning to the larger field.

Paired Activity: Success Stories (10 minutes)
Think about one thing that you do well in your job and write 2-3 sentences about it.

Pair off with someone you don't know and share your story. This is an example of something you already know. Your professional development plan should be an exploration of something you don't already know.

Considerations (5 minutes)
When designing your PDP, you need to think about the following:
Available Time Paid time for your learning is a local option. It is however, recommended by the State Adult Education Office. The best plans often occur in your natural setting, the classroom.

Your Learning Style. Do you prefer to study alone or in a group? Would you rather read about something, observe someone else, or try it yourself?

Existing Resources. Look both inside the program and outside at the larger community. Some funds are available to support projects. You have a list of rules regarding available funds. About half our plans do not have an expense. If there are more funding requests than funds, we will meet and decide as a group how to designate the funds. This year funding is set at _____ for our region.
Elicit other considerations from group.

Developing your Professional Development Plan
(45 minutes)

Some of you already know what you want to learn. Remember that learning doesn't always coincide with the professional development plan cycle. Often, plans are revised or changed during the year. Other plans are ongoing and continue for several years, taking a deeper or alternative view each year.

Divide into small groups, facilitated by experienced PDP learners.
In small groups, use the handout (see page B.17), **Developing your own Professional Development Plan** as a guide to developing your plans.

Closure (20 minutes): If time permits, ask for some participants to share their plans with whole group.

Set a date for subsequent meeting(s), sharing opportunities.

Give a reminder about reimbursement requests [see Appendix C] and deadlines.
Refer to reimbursement form. Set date(s) for sharing within program.

Collect PDPs and take any questions.

Handout: Developing your Professional Development Plan

Where do questions come from?

- Observing students
- Observing yourself and workplace
- Journaling
- Talking to colleagues

What questions will I pursue? What am I going to learn?
Consider influence, interest, imagination, and time.

How am I going to learn it?
Discuss options
See Sample Learning Resources and Strategies (p. B.12)
See Staff Development Activities (p. B.18-20)

How will I document/demonstrate my learning?
Discuss

What standards will I use?
What will it take to make you personally satisfied that your plan was successful?

Sample Evaluation Criteria

- Feedback from adult learners
- Feedback from peers
- Samples of student work
- Peer observations
- Materials collected: Do I have more resources?
- Self-evaluation: Do I feel that I have met my learning objective?

Time Schedule
List major activities and set target completion dates.

Peer Group Review and Norming

- Objectives reasonable?
- Other strategies to suggest?
- Is evidence convincing?
- Are criteria for evaluating evidence (standards) clear, relevant, and convincing?
- Is timeline reasonable?

Staff Development Activities
Group I: Classroom-Based Activities

Activity	What Is It? / Why Do It?	What's Needed?
Peer Coaching	Two (or more) teachers pair up to help each other, usually by observing each other's classes and providing non-judgmental feedback.	a) Two (or more) teachers with a common interest b) An extra person to take responsibility for the classes (program coordinator, volunteer teacher, paid substitute, etc.) or some other way to free up teachers to visit each other c) Time for each pair to meet and talk
Peer Observation	Two (or more) teachers pair up to observe each other's classes without necessarily doing any follow-up	a) and b) from Peer Coaching
Mentor Coaching	A more-experienced teacher acts as mentor or coach for a less-experienced teacher, usually by observing classes and providing feedback	a) A more-experienced teacher and a lees-experienced teacher who basically get along and trust each other b) And c) from Peer Coaching
Class Observation	A less-experienced teacher visits the classes of more-experienced teachers without necessarily doing any follow-up	a) from Mentor Coaching b) From Peer Coaching
Guest Teaching	One teacher visits another teacher's class to "guest teach", usually to demonstrate a particular approach or technique or activity or to deal with a specific content area	a) One teacher with a particular sort of experience and another without that sort of experience b) From Peer Counseling
Audio/Video Taping	Classes are tapped so that teachers can observe themselves and (with permission) each other	a) Audio or video equipment and staff or others with the ability to run it b) Permission of students to tape c) Time for teachers to review tapes
Teacher Research	A practitioner chooses some aspect of his/her teaching that (s)he wants to look into and think about over time; often involves keeping a journal	Time to record and reflect

Group II: Non-Classroom-Based Activities

Activity	What Is It? / Why Do It?	What's Needed?
Study Groups	Practitioners meet one or more times to explore, read about, and discuss something together—a specific article, chapter from a book, video or film, curriculum, etc. or a broader issue, topic, or problem	a) Two or more practitioners with a common interest b) Commitment to a group c) Copies of materials to read
Teacher Sharing Groups	Practitioners meet to discuss problems, to provide help and support, and to share good ideas and things that have worked	a) Two or more practitioners with a common interest in sharing and in supporting one another b) Time to meet
Report-Backs	Practitioners who attend workshops, conferences, or other staff development events outside the program share information and ideas from those events with other practitioners	a) Practitioners who attend staff development events outside the program b) Time for staff to meet
Program Exchange	Practitioners at two or more programs visit each other's programs to compare and discuss policies, curricula, etc. (This could also involve visiting classes)	a) One or more practitioner(s) from each program who are able to visit the other program OR the ability to arrange a joint meeting for all staff at both programs b) Time for staff to meet
Group Projects	Practitioners work together on a project, such as developing a new curriculum, new materials, or a new program component	a) Something at a program that needs to be produced or developed by a group of practitioners b) The program goal(s) match the practitioners' individual learning objectives c) Time to meet and to work on the project
Dissemination Projects	Staff write an article or prepare a workshop that shares their idea and experiences with others in the field (For example, for state ABE newsletters, or VAILL)	a) Interest on the part of one or more practitioners in writing an article or preparing a workshop b) Time for staff to work on the project

Student Feedback	Practitioners elicit information from students through questionnaires, surveys, writings, and meet with them to discuss the program, get feedback from them, hear problems and suggestions, etc.	a) Commitment on the part of practitioners to listen to what is said and to act on it b) Program climate that encourages students to participate in this way c) Interest on the part of students in participating
Independent Study	Individual practitioners study topics of interest on their own	a) Individual agenda of goals or interest, whether narrow or broad b) Individual self-discipline to carry out the agenda c) Access to appropriate resources for study

Adapted from article by Steve Reuys, Adult Literacy Resource Institute, MA, Oct-Nov 1991.

Appendix C

Funding for Staff Development Activities

Funding for Staff Development Activities

1. Practitioner PDP Plans—Guidelines for Reimbursement

   To be provided as a handout for practitioners during or following the learning plan development session.

2. Practitioner PDP Plans—Request for Reimbursement Form

   Must be provided to the Center for Professional Development in order to generate expense reimbursements. You may want to provide as a handout to practitioners after they have developed their plans.

3. Practitioner PDP Plans—Periodic Financial Statement (Example)

   A detailed record of practitioner professional development plan expenses. Provided periodically by the Center for Professional Development or at any time when requested.

4. Application for on-site training

   Form used primarily by regional specialists when planning and budgeting for training workshops.

PRACTITIONER LEARNING PLANS
GUIDELINES FOR REIMBURSEMENT

✓ **Is a Professional Development Plan on file at the Center for Professional Development for each practitioner seeking funding support?**

✓ **Were Professional Development Plan funding decisions negotiated among groups of practitioner colleagues?**

✓ **Were funding decisions based on the following assumptions or guidelines?**

- The activity, material, item, or other resource serves as a means for professional learning.
- The interests of our students or our program are ultimately being served through funding of this particular professional development activity, material, item, or other resource.
- Instructional materials are being purchased in order to pursue such questions as "What happens with my students when I use this particular material or approach?"
- The activity being funded is attendance at a conference or workshop, and the conference or workshop topic relates to a specific learning plan.

✓ **Have the following restrictions on Professional Development Plan funds been considered?**

- No dues to professional organizations.
- No costs associated with graduate credit courses (tuition, fees, books, travel, etc.).
- No ongoing support costs for equipment such as maintenance costs or users fees.
- No instructional material for student use unless they are used specifically in an inquiry project.
- No expenses related to other 353 projects such as VAILL registration fees or travel to VAILL.
- No costs that are funded through other adult education or 353 budgets.
- No other expenses considered non-allowable by the State of Virginia such as car rental insurance; travel costs that are higher than would have been incurred if the traveler took advantage of the most economical fare; an increase in travel because the traveler elected to combine vacation with the trip; entertainment functions; souvenirs and gifts; lost or stolen articles; alcohol; laundry services; payments for fines such as parking tickets or towing; excessive meals and lodging

✓ **Are original receipts provided to CPD?**

✓ **Have both the administrator and the practitioner signed the Reimbursement Request Form?**

Updated 10/98

REIMBURSEMENT/ORDER REQUEST

Name of Practitioner_____

Home Address_____

City_____ State _____Zip Code_____

Phone( )_____ Social Security Number _____-_____-_____

Address of Program_____

City_____ State _____Zip Code_____

Name of Administrator_____ Dates of Activity_____

Brief description
of activity:_____

Description of Expenses: **Amount**

List each item separately and attach original receipts (copies not acceptable).
Attach a state travel voucher for mileage, lodging, meals and other travel related expenses.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

This is to certify that the above expenses were negotiated between the administrator and the participant(s)

Administrator Signature_____

Practitioner Signature_____

Make check payable to:_____

PROFESSIONAL DEVELOPMENT PLAN EXPENSES: EXAMPLE ONLY

Teacher/Vendor	Initial Amt.	Books	Site Visits	Conference	Mileage	Materials	Food	Other	Total	Balance
	$ 500.00									
										500.00
Florence Kingsley (VAACE)				100.00					100.00	400.00
Linda Lorna (copies-ERIC)						12.80			12.80	387.20
Hazel Gaston (modem)								100.00	100.00	287.20
Viking Press (books)		83.14							83.14	204.06
									0.00	204.06
									0.00	204.06
									0.00	204.06
									0.00	204.06
									0.00	204.06
									0.00	204.06
									0.00	204.06
									0.00	204.06
									0.00	204.06
									0.00	

Application for On-site Training

Type of training requested: Inservice/workshop: _____

Volunteer tutor training: _____

Baseline instructor training (BIT): _____

Applicant Name:_____ Phone:_____ email:_____

Program Name: _____ Planning District # ____

Workshop Title: _____
(For BIT workshops use title in current workshop catalog)

Workshop Location: _____

Date(s) & Time(s) of Workshop:_____

Estimated # of Participants:_____
(For BIT only, please have all participants pre-register by calling the CPD)

Please provide the following information for all workshops **except for BIT**:

1. How was your training need determined?

2. What is your proposed workshop agenda? (list times and activities)

3. Do you plan to use a consultant trainer? If yes, please provide name, address, and phone number.

OVER

BUDGET INFORMATION:

Please use the following formula to calculate allowable budget expenditures:

- **Consulting fees:** bachelors degree: $45 per hour; masters degree: $60 per hour; doctorate: $75 per hour
- **Travel reimbursement:** $.27 per mile (Minimum reimbursement request $20)
- **Meals:** $1.66 per person, per workshop hour (for workshops of 4 hours or more you may add $1.50 per person for an additional coffee break)

CATEGORIES	PROPOSED BUDGET	ADJUSTMENTS TO BUDGET (for office use only)
CONSULTANT:		
Honorarium		
Travel ($.27 per mile)		
Per Diem (meals & lodging)		
FACILITY:		
Food for meeting		
Additional break		
PARTICIPANTS:		
Travel ($.27 per mile)		
INSTRUCTIONAL SUPPLIES:		
Handouts		
AV Rental		
	PROPOSED TOTAL:	**ADJUSTED TOTAL:**

Additional services requested:

Ship CPD folders: _____ Ship travel vouchers: _____

Other (please specify): _____

APPROVED:

_____ _____ _____

Victor H. Penzer, Coordinator
Literacy Training Office

Date

Judy Zimmerman, Coordinator
Regional Workshops

Appendix D

A Short History of Inquiry Based Staff Development in Virginia

A Short History of Inquiry Based Staff Development in Virginia

1992 *Teachers Learning: An Evaluation of ABE Staff Development in Virginia* by Hanna Fingeret and Suzanne Cockley
Recommended the implementation of inquiry based staff development statewide.

1992-1993 A series of meetings by the "team of 30" regional specialists, instructors, administrators, and staff personnel met to discuss the practicalities of the introduction and implementation of the inquiry process to adult education practitioners in the state.

Summer 1993 Williamsburg, VA. The first group learning plan facilitators were trained to facilitate the development of the plans on the local level.

1993-94 430 plans submitted to the Center for Professional Development for statewide database. Most popular topics for practitioners were:

1. ESL
2. Methods/Techniques
3. Assessment
4. Computers
5. GED
6. Resource Materials.

The most popular strategies for investigating topics were:

1. Peers and colleagues
2. Professional reading
3. Workshop/conference
4. Journal Writing
5. Adult Students

Spring, 1994 A Learning Plan User Survey was mailed to all participants. With a 20% return, the response to the philosophy and process was extremely positive. Concerns of practitioners centered around the extra time required and the lack of monetary compensation. The facilitators expressed concern that new ways to maintain enthusiasm and inspiration for the approach would need to be developed.

1994-95 632 plans submitted. Top objectives were the same as the previous year but in different priority positions. Their sequence was as follows:

1. General adult education knowledge
2. Methods/Techniques
3. ESL

4. Computers
5. Assessment
6. GED
7. Curriculum development

Professional reading was by far the most popular strategy for investigating chosen topics, with peers/colleagues and workshops/conferences being the second and third most popular strategies respectively. Of the top ten strategies chose, seven involved working with and learning from other adults, including adult students. With a 28% return of surveys, prevailing concerns again were the increased time required with no paid time. Practitioners requested more opportunities to network and collaborate.

1995-96

561 learning plans were submitted to the Center. Frequently chosen topics were:

1. General Adult Education
2. Assessment
3. Computers
4. Methods/Techniques
5. Reading

The preferred strategies remained professional reading, peers/colleagues and workshop/conferences. The 1995 end of the year survey found that 95% of all respondents were satisfied with the ILP process. Of those, 38% believed that developing a learning plan had improved their teaching, 32% stated that investigation of their question had increased their personal knowledge and skills as instructors. Also, 32% called for more opportunities for collaboration and networking with other adult educators and 15% stated a dissatisfaction with no extra pay and lack of time to pursue their investigations. A majority of respondents (78%) requested that the name of the plans be changed to professional development plans.

1996-97

529 professional development plan were facilitated in fall of 1996. Workplace education, for the first time, was the most often chosen topic of the inquiry. It was believed that practitioners were responding to the needs of their learners as welfare reform in Virginia had affected the ability of many adults receiving public assistance to continue with general adult education classes. Adult students were required to find employment, employment-related classes, and /or on the job training. The most frequently chosen were

1. Workplace Education
2. Assessment
3. Computers
4. Retention
5. ESL, Speaking
6. Recruitment
7. GED

8. Writing

Once again the most popular strategies for learning were:

1. Professional reading
2. Peers/colleagues
3. Workshop/Conferences

The follow-up survey once again revealed a call for more collaboration and networking, and for paid time to work on investigation and research related to professional development plans.

Professional development planners reported an increased interest and response from their students as a result of plan-inspired activities. Survey respondents gave positive feedback on the increased use of e-mail, listservs, and networking directories.

1997-98

564 professional development plans were submitted to CPD. The top ten objectives were as follows:

1. Methods/techniques
2. Computer
3. Assessment
4. Recruitment
5. Reading
6. Writing
7. Curriculum
8. Workplace
9. Math
10. Retention

The favorite strategies included peers/colleagues, professional readings, and the Resource Center.

Appendix E

Staff Development Bibliography

Virginia Adult Education & Literacy Resource Center
Staff Development Bibliography

May 1998

To borrow any of the titles listed in this bibliography, please phone the Resource Center at: (800) 237-0178

Adult education instructor competencies: soliciting input from the field / Webb, Lenore.
[Washington, D.C.] : Building Professional Development Partnerships for Adult Educators Project: PRO-NET, 1997. 8, 5 p.
Discusses responses from adult educators throughout the United States to a preliminary list, compiled by PRO-NET, of competencies that should be possessed by adult education instructors; contains a revised list of competencies which is based on this input from the field.
LC5225.T4.A38 1997

Becoming a critically reflective teacher / Brookfield, Stephen.
San Francisco: Jossey-Bass, c1995. xxiv, 296 p.
Guide which discusses how teachers at any level and across all disciplines can improve their teaching.
LB2331.B677 1995

Catalog of professional development workshops. 1996/1997-
[Richmond, VA] : Virginia Adult Education and Literacy Centers, c1996-
Annual listing of workshops available from the Center for Professional Development for instructors and administrators in ABE/GED, ESL, workplace and other literacy programs, and for staff from all programs, agencies, and organizations serving adults.
LC1731.C38

Changing teachers, changing times: teachers' work and culture in the postmodern age / Hargreaves, Andy.
New York: Teachers College Press, c1994. xvi, 272 p.
Drawing on his research with teachers at all levels, the author shows through their own words what teaching is like, how it is changing, and why.
LB1775.H284 1993

Cluster inservice and literacy training project: annual report 1992-1993 / Londoner, Carroll.
Richmond, Va.: Adult Education Program, Division of Educational Studies, School of Education, Virginia Commonwealth University, [1993]. 1 v. (various foliations).
Final report on a 353 special project to review, accept, and fund local cluster training activities for adult education and literacy practitioners, to identify and procure instructional materials for training activities, to provide proposal, funding, monitoring and evaluation procedures, and to involve the staff development advisory committees in exploring promising alternative staff development delivery systems for Virginia.
LB1731.L66 1993

Cluster inservice training project: annual report 1991-1992 / Londoner, Carroll.
Richmond, Va. : Adult Education Program, Division of Educational Studies, School of Education, Virginia Commonwealth University, [1992]. 1 v. (various foliations).
Final report on a 353 special project to review, accept, and fund local cluster training activities for adult education and literacy practitioners, to identify and procure instructional materials for training activities, to

design a proposal, funding, monitoring and evaluation plan to facilitate cluster training, and to identify important local inservice cluster training areas and needs.
LB1731.L66 1992

Cognitive perspectives on educational leadership / Hallinger, Philip.
New York: Teachers College Press, c1993. xv, 292 p.
Summarizes the last two decades of research findings from cognitive psychology on learning, the creation of knowledge and its daily use, and the importance of context, and applies these findings to educational administration.
LB1738.5.C62 1993

Critical incidents in teaching: developing professional judgment / Tripp, David.
London ; New York: Routledge, 1993. xvii, 164 p.
Shows how teachers can draw on their own experience to develop their professional judgment by recognizing and analyzing critical incidents in the classroom.
LB1025.3.T76 1993

Developing intercultural awareness: a cross-cultural training handbook / Kohls, L. Robert.
Yarmouth, Me., USA: Intercultural Press, c1994.
Provides plans for a detailed two-day workshop (plus an abbreviated one-day plan) designed to develop intercultural awareness in a culturally naïve audience; includes many activities, exercises, and resources.
LC1099.3.K64 1994

Directory of professional preparation programs in TESOL in the United States, 1992-1994.
Alexandria, Va., USA: TESOL, Teachers of English to Speakers of Other Languages, c1992. v, 243 p.
Provides basic information about college and university programs in the United States leading to a degree or certificate in the teaching of English to speakers of other languages.
PE1128.A2.T4543 1992

Diversity in teacher education: new expectations / Dilworth, Mary E.
San Francisco: Jossey-Bass, c1992. xxv, 278 p.
Examines how best to prepare prospective teachers for the culturally, racially, and linguistically diverse classrooms of today and tomorrow, clarifying the challenges and offering directives for restructuring teacher education.
LB1715.D55 1992

Enhancing the profession: 1993-1994 teacher training survey.
Washington, DC: National Adult Education Professional Development Consortium, 1994. 91 p.
Surveys how federal 353 funds are being utilized by each state for teacher professional development activities; also includes more detailed information on programs in selected states: Arizona, Illinois, Massachusetts, Michigan, Virginia, and Washington.
LC5225.A36.E54 1994

Ethics of teaching / Strike, Kenneth A.
New York: Teachers College Press, c1992. 2nd ed. xi, 123 p.
Asserts that ethical dilemmas in teaching can be objectively discussed and morally justifiable courses of action undertaken; through realistic case studies, provides analysis of ethical issues, which are regarded from both consequentialist and nonconsequentialist theoretical perspectives.
LB1779.S73 1991

Evaluating professional development: a framework for adult education.
[Washington, D.C.] : Building Professional Development Partnerships for Adult Educators Project: PRO-NET, 1997. 2, 47, [5] p.

Presents a suggested framework, and specific strategies and procedures, for evaluating the impact of professional development activities in the field of adult education.
LC5225.T4.E93 1997

Feasibility of requiring and delivering certification for ABE teachers in Pennsylvania.
Indiana, Penn.: Adult Education Center, School of Continuing Education, Indiana University of Pennsylvania, [1984?]. 1 v. (various pagings).
Reports on a study which included a literature review, a survey of practices in other states, an examination of the potential of Pennsylvania higher education teacher preparation institutions and the state Dept. of Education for awarding ABE certification, and sponsoring a meeting for a selected group of Pennsylvania adult education practitioners to review available information and make recommendations.
LB1772.P4.F43 1984

Five models of staff development for teachers / Sparks, Dennis.
Oxford, Ohio: National Staff Development Council, 1990. 29 p.
Organizes what is known about effective staff development into five models currently being espoused and used by staff developers; reviews the supporting theory and research on these models, and describes the organizational context required to support successful staff development efforts.
LB1731.S63 1990

A focus group report on identifying the needs of new adult education teachers / Singh, Judy.
[Richmond, Va.]: Adult Education Centers for Professional Development, Virginia Commonwealth University, 1994. 19 leaves.
Report on a project to identify the needs of new adult education teachers, as a first towards developing a training program for new teachers.
LC5225.T4.S56 1994

Improving teaching through coaching / Neubert, Gloria A.
Bloomington, Ind.: Phi Delta Kappa Educational Foundation, c1988. 37 p.
Talks about coaching as a staff development technique, discussing models of coaching, elements of effective coaching, and implementing a coaching program.
LB1731.N481 1988

In action: conducting needs assessment.
Alexandria, Va.: American Society for Training and Development, c1995. x, 312 p.
Contains seventeen needs assessment case studies from actual training situations.
LB1745.I5 1995

Inquiry and action: a plan for adult education staff and professional development in Virginia / Drennon, Cassandra E.
[Richmond, Va.]: Virginia Adult Education Centers for Professional Development, [1994]. iii, 31 leaves.
Report which lays forth a conceptual and structural framework for inquiry-based adult education staff development in Virginia.
LB1731.D74 1994

Inservice education for content area teachers / Siedow, Mary Dunn.
Newark, Del.: International Reading Association, c1985. vi, 166 p.
Intended for inservice leaders to help content area teachers on the job improve in teaching students how to read and understand content related material.
LB1731.S5225 1985

Integrated program and staff development process: facilitator's handbook.
[Boston], Mass.: [SABES], 1992. 1 v. (various foliations).

Facilitator's handbook to assist in implementing a process which enables adult literacy program and adult literacy practitioners to systematically assess their needs, define and prioritize their goals, and develop work plans to meet those goals.
LB1731.I58 1992

Learning plan study: a report for the Centers for Professional Development /
Cockley, Suzanne.
Dayton, VA: Virginia Adult Educators' Research Network, 1996. 11 leaves.
Report on a study in which 15 practitioners who had completed at least two learning plans were interviewed to find out how their successive learning plans changed, how implementation of learning plans affected their classroom behavior, and to what extent the learning plan support provided by the CPD met the needs of practitioners.
LB1731.C63 1996

Licensure regulations for school personnel / Virginia. Dept. of Education. Office of Professional Licensure.
Richmond, VA: Virginia Dept. of Education, c1993. 62 p.
Contains regulations for certification in Virginia, including study requirements and requirements for teaching endorsements, and requirements for support personnel licenses.
LB1772.V8.V56 1993

Literacy theatre / Oliver, Dorothy.
[Concord, N.H.: State Dept. of Education, 1997]. 66 p.
Explains and describes literacy theater, a training technique for adult education teachers, administrators, and volunteers which explores the androgogical content of adult education: understanding adult learners and cultural differences, and being aware of a variety of teaching methods, including providing for a positive learning environment, offering opportunities for success, providing awareness of student progress and maintaining appropriate student-teacher interactions.
LC5225.T4.O45 1997

Looking to the future: components of a comprehensive professional development system for adult educators / Kutner, Mark.
[Washington, D.C.]: Building Professional Development Partnerships for Adult Educators Project, PRO-NET, 1997. [Rev. ed.]. 17 p.
Describes the three components of an ideal professional development system: a supporting intergovernmental infrastructure, availability of multiple professional development approaches, and ongoing evaluation activities.
LC5225.T4.K88 1997

A manual for new teachers in adult basic and literacy education.
[Cleveland Heights, Ohio?]: Cleveland Heights-University Heights City School System, Division of Adult Basic and Literacy Education, Dept. of Community Services, 1993. iii, 105 p.
Covers the history of adult literacy initiatives, the meaning of literacy in our society, the profile and characteristics of the adult learner, and approaches and techniques in adult literacy programming.
LC5225.T4.M36 1993

Mastering the techniques of teaching / Lowman, Joseph.
San Francisco: Jossey-Bass Publishers, c1995. 2nd ed. xxiv, 344 p.
Aims to teach instructors how to excel at traditional college teaching using group meetings in the lecture/discussion format; emphasis is on learning to speak well before student groups, to promote motivating relationships with students as persons, and to enrich classes by frequent use of alternative formats.
LB2331.L68 1995

Mentor teacher programs / Odell, Sandra J.
Washington, D.C.: NEA Professional Library, National Education Association, c1990. 32 p.
Provides an overview of what mentoring is, and how to mentor teachers.
LB1731.O34 1990

Models for the preparation of America's teachers / Cruickshank, Donald R.
Bloomington, Ind.: Phi Delta Kappa Educational Foundation, [1984 or 1985]. vi, 112 p.
Surveys curriculum and instruction in preservice teacher education, identifying issues and problems, and presenting suggestions for improvement.
LB1715.C74 1984

The moral dimensions of teaching.
San Francisco: Jossey-Bass Publishers, 1990. xxv, 340 p.
Describes the moral role of educators in a democratic society, and explores the implications of this moral responsibility for how educators handle the important challenges they currently face.
LB1779.M67 1990

Multicultural education revisited / Reed, Daisy F.
[Richmond, Va.: School of Education, Virginia Commonwealth University, 1990]. 18 leaves.
Discusses the growing need for teachers who are specifically prepared to teach in multicultural classrooms, the responsibility that teacher education programs have for this preparation, and the content that might be included in a multicultural education program for preservice teachers.
LC1099.3.R44 1990

A national cross-time study of Mocker's 1974 knowledges, behaviors and attitudes for adult basic education teachers / Leahy, Meredyth A.
[S.l. : s.n.], c1992. xii, 262 leaves.
Thesis (doctoral)--Temple University, 1992.
Reexamines Donald Mocker's 1974 identification, classification, and ranking of competencies for ABE teachers, to see how well the competency statements hold up to scrutiny by present day local ABE program administrators and teachers.
LC5225.T4.L43 1992

New teachers helping new teachers: preservice peer coaching / McAllister, Elizabeth A.
Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication: EDINFO Press, c1995.
viii, 119 p.
Results of a two-and-one-half year-long research study with preservice teachers at Towson State University; explains the inclusion of preservice peer coaching in the field-experience portion of teacher education and describes scenarios of student experiences in which peer coaching was used, description of the students, the training to coach one another, results of this endeavor, and ways that teacher educators can us this information in their teaching to teachers.
LB2167.M3.M32 1995

A new vision for staff development / Sparks, Dennis.
Alexandria, Va.: Association for Supervision and Curriculum Development ; Oxford, Ohio: National Staff Development Council, c1997. 108 p.
Discusses how three ideas--results-driven education, systems thinking, and constructivism--are shaping the new staff development, how the focus has shifted from the district to the school, to comprehensive plans, to student needs, to job-embedded learning, and to a combination of generic and content-specific skills.
LB1731.S64 1997

Orientation for new adult education staff: curriculum guide.
[Boston, Mass.]: SABES, System for Adult Basic Education Support, [1992]. 1 v. (unpaged).

Developed as a guide to aid facilitators in delivering an orientation for new adult education staff; covers topics which will provide new staff with a basic introduction to the knowledge, skills, and approaches to working with adult learners.
LC5225.T4.O75 1992

Personalizing staff development / Christensen, Judith.
Bloomington, Ind.: Phi Delta Kappa Educational Foundation, c1988. 41 p.
Looks at teacher professional development from the standpoint of several reform reports, particularly examining the concept of the career ladder; critiques the career ladder model, and suggests an alternative, the career lattice model, as more consistent with the realities of teacher career stages, and leading to greater professionalization of teachers.
LB1731.C57 1988

Planning for effective staff development: six research-based models / Gall, Meredith D.
Eugene, OR: ERIC Clearinghouse on Educational Management, University of Oregon, 1994. x, 54 p.
Describes six different models of staff development, each effective for a different purpose, and provides questions intended to assist in designing the various features of a staff development program.
LB1731.G25 1994

Practice makes practice: a critical study of learning to teach / Britzman, Deborah P.
Albany, N.Y.: State University of New York Press, c1991. xiv, 283 p.
Ethnographic study which explores the contradictory realities of learning to teach in secondary education and how these realities fashion the subjectivities of student teachers.
LB1715.B73 1991

The presenter's fieldbook / Garmston, Robert J.
Norwood, Mass.: Christopher-Gordon Publishers, c1997. xii, 209 p.
Discusses how to design and deliver effective presentations which transform the perspective or capacities of an audience; written for anyone in an educational setting who presents to others.
PN4121.G37 1997

Professional development as transformative learning: new perspectives for teachers of adults / Cranton, Patricia.
San Francisco: Jossey-Bass Publishers, c1996. 1st ed. xvii, 233 p.
Provides ideas for adult educators on how to stimulate and support their own development as educators and better understand the process of professional development as adult learning; describes an approach to educator development that is self-directed, reflective, and transformative.
LC5225.T4.C73 1996

Professional development resource guide for adult educators.
[Washington, D.C.]: Pelavin Research Institute, [1996]. 1 v. (various pagings).
Provides an overview of professional development, discusses different approaches to staff development and gives a framework for evaluating different approaches, and also includes needs assessment profiles, formal/informal agreements, possible solutions to practice exercises, ABE/ESL instructional packets, and other reference materials.
LC5219.P76 1996

The professionalization of the teacher in adult literacy education / Shanahan, Timothy.
Philadelphia, PA: National Center on Adult Literacy, 1994. iv, 24, iv p.
Analyzes issues of professionalization within adult literacy education; includes a review of relevant research and theory, an examination of the historical experiences of other professional fields, analysis of data on state certification requirements, and results of interviews with officials from states having such requirements.
LC149.N33 v.94-11

Reflective teacher education: cases and critiques.
Albany, N.Y.: State University of New York Press, c1992. xxv, 281 p.
Contains case studies from seven universities that have organized their entire teacher education programs around the concept of reflection, followed by six critiques which consider reflection as a conceptual orientation and assess the implementation of reflection in these specific programs.
LB1715.R35 1992

The skillful teacher: on technique, trust, and responsiveness in the classroom / Brookfield, Stephen.
San Francisco, Calif.: Jossey-Bass Publishers, c1990. 1st ed. xxii, 233 p.
Written by a college teacher from an adult education perspective; discusses the experience of being a teacher, how teachers can understand their students' experience of learning and become more responsive to it, instructional dilemmas and learning, building trust with learners, and taking into account the political realities of teaching.
LB2331.B68 1990

Staff development for education in the '90s: new demands, new realities, new perspectives / Lieberman, Ann.
New York: Teachers College Press, Teachers College, Columbia University, c1991. 2nd ed. x, 272 p.
Addresses such themes as understanding staff development as a continuous means for growth in practice, confronting the fact that serious staff development involves personal learning about oneself in relation to one's students, realizing the role of the teacher as a learner, leader and colleague in shaping a professional community, and recognizing the importance of informal networks as a means for intellectual learning and social support.
LB2831.58.S73 1991

Student achievement through staff development: fundamentals of school renewal / Joyce, Bruce R.
New York: Longman, 1995. 2nd ed. xvi, 237 p.
Comprehensive guide to staff development which pursues the relationship between continuous staff development and student achievement; discusses what quality staff development looks like, why it works, and with what results, illustrating with many case studies.
LB1731.J69 1995

Supporting beginning teachers: a handbook for school administrators / Cole, Ardra L.
Toronto, Ont.: OISE Press, Ontario Institute for Studies in Education, c1995. v, 66 p.
Provides practical assistance to school administrators and staff in facilitating a successful first year for beginning teachers in their schools.
LB2844.1.N4.C65 1995

Teacher as learner: a sourcebook for participatory staff development / Bingman, Beth.
Knoxville, TN: Tennessee Literacy Resource Center, Center for Literacy Studies, [1995]. 95 p.
Contains a collection of ideas, activities, and reflections, drawn from a variety of sources, to stimulate and supplement staff development activities.
LC5225.T4.B56 1995

The teacher/facilitator: a do-able journal for the professional development of educators of adults / Gerstner-Horvath, Marilyn.
Largo, Fla.: Longmuir/Jones Co., c1991. 100 p.
Presents ten self-directed activities for educators of adults which form a professional development program on adult learning and andragogy.
LC5225.T4.G47 1991

Teachers learning: an evaluation of ABE staff development in Virginia / Fingeret, Hanna Arlene.
Dayton, VA: Virginia Adult Educator's Research Network, 1992. ii, 96, [11] p. + executive summary

Final report of a special project designed to identify the extent to which existing staff development mechanisms in Virginia meet ABE teachers' needs for skill and knowledge development.
LB1731.F56 1992

Teachers, tools & techniques: a handbook for adult basic education and GED instruction / Koehler, Sandra L.
Des Plaines, IL: Adult Learning Resource Center, Adult Education Service Center of Northern Illinois, [1992]. ii, 104 p.
Designed to be a quick resource guide for all areas of literacy, ABE, and GED instruction; includes basic reading techniques, mathematics curriculum standards, an overview of the GED examination, classroom management tips, and selected topical bibliographies.
LC5225.T4.K64 1992

Teaching teachers: an introduction to supervision and teacher training, a supervisor's handbook / Reznich, Christopher.
[Brattleboro, Vt.]: Experiment in International Living, c1985. vi, 372 p.
Handbook developed for teacher supervisors and teacher trainers in training programs in Thailand and Indonesia; designed as a practical resource for teacher training and supervision techniques, and also as a general orientation to the issues and challenges that supervisors encounter in these programs.
LB1727.A695.R49 1985

Training through dialogue: promoting effective learning and change with adults / Vella, Jane Kathryn.
San Francisco: Jossey-Bass, c1995. 1st ed. xix, 203 p.
Intended for those who train adult education practitioners; offers a model of popular education characterized by needs assessment, mutual respect and dialogue between learner and teacher and among learners, achievement based learning objectives, small group work, visual support and psycho-motor involvement, teacher accountability, student participation in the evaluation of results, a listening attitude in teachers, and learning by doing.
LC5225.T4.V45 1995

We are now in the driver's seat: a practitioner evaluation of the Virginia adult education professional development system.
Charlottesville, Va.: Virginia Association of Adult and Continuing Education (VAACE) through the Regional Adult Education Office, 1997. 111, [18] p.
Report on a 353 project study which explored the extent to which the current professional development mechanisms in Virginia are meeting practitioner needs and are inquiry-based.
LC5225.T4.W4 1997

What is staff development anyway?: everything you need to know about professional learning / Sparks, Dennis.
Oxford, OH: National Staff Development Council, [1998?]. 20 p.
Contains answers to the most frequently asked basic questions regarding staff development.
LB1731.S633 1998

Appendix F

Planning Calendar

Calendar

Summer—June, July, August

Mini-sessions/focus groups at VAILL
PDP Workshop Presentations at VAILL
BIT Workshops at VAILL
Publication of "The Sampler"—the stories of Professional Development Plans in action as told by practitioners
PDP Facilitator working retreat
Schedule Baseline Instructor Training fall workshops

Fall—September, October, November

Pre-Service meetings
Notification to CPD of intent to participate in PDP
Sharing Outcomes and Recognition (SOAR) Conference
Professional Development Plans submitted to CPD by late November

Winter—December, January, February

Schedule Baseline Instructor Training
Submit Reimbursement Requests to CPD

Spring—March, April, May

PDP Facilitator Meeting
May 1 Deadline for Reimbursement Request
Year-End Evaluative Staff Meetings

Appendix G

Roles and Responsibilities

ROLES AND RESPONSIBILITIES OF PERSONS WORKING WITH PDPs

ROLE	GETTING STARTED	KEEPING GOING	GETTING FUNDING	TRANSITIONS AND CLOSURE
Program Administrators	♦ Designate a staff development facilitator for the program (regional specialist, lead teacher, volunteer or yourself). ♦ Provide CPD by October 1st the estimated number of practitioners who will develop professional development plans. Notify your designated facilitator that completed professional development plans must be sent to CPD by November 30th. ♦ Enable your Professional Development Plan facilitator to attend the training sessions offered by CPD. ♦ Consider attending the professional development plan session with your staff and collaborating on a learning project with them.	♦ Review each completed professional development plan forwarded to you by the facilitator. Sign plans as a commitment to encourage individual professional growth throughout the year. ♦ Provide ongoing encouragement and support to practitioners. Show an interest in their learning projects. ♦ Share your own professional learning with others or continue involvement in a collaborative learning project.	♦ Review each request for reimbursement forwarded by the practitioner or staff development facilitator. ♦ Assure that expenses fall within the guidelines provided by CPD and that they correlate with the professional development plan on file. ♦ Sign each Reimbursement Request Form and forward it to the CPD for payment. Reimbursement requests must be submitted to CPD by May 1.	♦ Provide acknowledgment to practitioners for their staff development efforts at the year-end evaluative staff meeting. ♦ Learning Projects often lead to recommendations for program improvement strategies. Be open to the ideas generated by practitioners through their projects. If implementing their recommendations is not possible, enable practitioners to understand program constraints. ♦ Re-establish your commitment to practitioners' professional growth by looking ahead with them to the coming year. Acknowledge that some plans will continue while celebrating those projects brought to closure. Remind the staff that new plans will be developed, and continuing plans will be revised early in the fall.

ROLES AND RESPONSIBILITIES OF PERSONS WORKING WITH PDPs

ROLE	GETTING STARTED	KEEPING GOING	GETTING FUNDING	TRANSITIONS AND CLOSURE
Professional Development Plan Facilitators	♦ Attend training sessions offered by CPD in facilitating development of professional development plans. ♦ Facilitate a professional development plan development session with staff early in the fall. ♦ Following the professional development plan development session, provide a process for practitioners to negotiate the professional development plan funds allotted to the program. ♦ Provide individual guidance to practitioners who may need this in order to develop a meaningful and realistic plan. ♦ Provide copies of the completed professional development plans to the program administrator for signature. Deadline for submitting professional development plans to CPD is November 30th. ♦ Mail signed copies of the professional development plans to CPD within 30 days of their development.	♦ Recommend resources -- materials, people, readings, etc. ♦ Be a resource for information but do not assume the responsibility for "teaching" what someone has set out to learn. ♦ Meet periodically with practitioners to review progress, share ideas, and motivate. ♦ Organize and promote activities such as sharing sessions and study groups within the program or throughout your region.	♦ Provide practitioners with Reimbursement Request Forms and inform them of the amount of funding available for learning projects. ♦ Remind practitioners of the May 1 reimbursement request deadline. ♦ Provide a process for practitioners to negotiate professional development plan funding. ♦ Forward completed Reimbursement Request Forms to the program administrator for signature. ♦ Review periodic financial statements provided by CPD or request as needed. Keep practitioners abreast of the fund balance.	♦ Provide opportunities for practitioners to share the outcomes of their learning projects at the year-end evaluative staff meeting. ♦ Acknowledge the professional development efforts of all staff and celebrate particular achievements. ♦ Provide an opportunity for staff to evaluate their professional development experience. ♦ Look forward to the coming year by reminding practitioners that their continuing plans will be revised or new plans developed in the fall.

ROLES AND RESPONSIBILITIES OF PERSONS WORKING WITH PDPs

ROLE	GETTING STARTED	KEEPING GOING	GETTING FUNDING	TRANSITIONS AND CLOSURE
Practitioners	♦ Reflect on your practice and identify an issue or concern to pursue through an inquiry project. ♦ Attend the professional development plan session organized by your staff development facilitator. ♦ Propose a written professional development plan of what and how you want to learn. ♦ Set up a time frame or schedule that allows you to work on the professional development plan. ♦ Estimate expenses that might be incurred throughout your learning project.	♦ If you are having problems with the professional development plan, are stuck and need motivation, need information, or want feedback, contact your staff development facilitator. Take initiative to get assistance when you need it.	♦ With your colleagues, negotiate how the program's professional development plan funds will be spent. Consider each person's estimated expenses and determine the best use of funds. ♦ As you incur expenses, complete the Reimbursement Request Form and provide original receipts. Submit the form to your staff development facilitator or program administrator.	♦ Share the outcomes of your learning project with colleagues during the year-end evaluative staff meeting. Consider presenting your work at summer conferences or through publication. ♦ Complete and return the feedback survey sent to you by the CPD during the Spring. ♦ Consider how you might revise your plan if it will continue into the next year. Begin thinking about issues in your practice that you might want to explore through a learning project next fall.

ROLES AND RESPONSIBILITIES OF PERSONS WORKING WITH PDPs

ROLE	GETTING STARTED	KEEPING GOING	GETTING FUNDING	TRANSITIONS AND CLOSURE
The Center for Professional Development	♦ Provide training for staff development facilitators. ♦ Inform each participating program of the amount of funds available for professional development plan expenses ♦ Enter all plans received into a statewide database of learning projects maintained at CPD.	♦ Provide an acknowledgment letter to each participating practitioner. ♦ Provide guidance and support staff development facilitators. ♦ Continually review the database of professional development plans. Provide resources, guidance and support directly to practitioners throughout the year. ♦ Encourage the development of study groups, and practitioner networks. ♦ Share professional development plan topics with planners of all statewide staff development projects (Summer Institutes, Newsletter, Resource Center, etc.) to encourage responsive, integrated services.	♦ Review and process Reimbursement Requests received from practitioners for professional development plan expenses. ♦ Provide periodic statements of reimbursement activity and fund balances to staff development facilitators.	♦ Disseminate a Feedback Survey to each practitioner in the professional development plan database. ♦ Provide results of Feedback Surveys to each program along with a summary report of responses received statewide. ♦ Encourage practitioners to present their progress and outcomes at summer institutes or through publication.

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